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FOOD/BEVERAGE AND ACCOMMODATION

CANADIANA

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ALBERTA TOURISM EDUCATION COUNCIL

Maître D'

CERTIFICATION STANDARDS

ALBERTA
TOURISM
EDUCATION
COUNCIL

1700 Standard Life Centre
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The council works in cooperation with:

Alberta Chamber of Commerce

Alberta Culinary Arts Foundation

Alberta Hotel Association

Alberta Restaurant and Foodservices Association

Motel Association of Alberta

Tourism Industry Association of Alberta

Alberta Tourism

Alberta Career Development and Employment

Alberta Advanced Education

Council of Presidents (Colleges and Technical Institutes)

Alberta Vocational Centres

Universities Coordinating Council

Revised July, 1990

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▼ Introduction

In Alberta, tourism is big business. The tourism/hospitality industry of Alberta presently creates an estimated 100 000 full-time, part-time and seasonal jobs. By the year 2000, tourism has the potential to provide 220 000 jobs for Albertans. This tremendous growth potential represents both an opportunity and a challenge.

The Alberta Tourism Education Council is responding to that challenge. We are working to put together a comprehensive network of education and training programs. We want to help those people, currently working in tourism, to expand their skills and move ahead in the industry. We also want to attract energetic and talented individuals to the many exciting and rewarding career opportunities in tourism.

One of the important initiatives we have undertaken is the development of individual certification standards for a wide range of tourism occupations. This province-wide system of certification is a major advance for Alberta's tourism/hospitality industry. It provides a special opportunity for us to work with our partners in education, government and industry. Certification, itself, provides individuals with the opportunity to demonstrate their skills, challenge an examination and receive an industry recognized certificate from the Alberta Tourism Education Council.

Certification will enable employees and employers to further their career development goals. Certification will also lead to an enhanced image of the career opportunities available within the tourism/hospitality industry.

If you would like more information on how you can benefit from these certification standards, please call or write:

Alberta Tourism Education Council
1700 Standard Life Centre
10405 Jasper Avenue
Edmonton, Alberta
T5J 3N4
Phone: (403) 422-0781
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▼ Standards Overview

▼ What Are Standards?

Standards are points of reference from which measurements may be made. We often hear the question – "Does this person meet the industry standard?" yet in many instances, we haven't exactly defined what "industry standard" means to the different people who work in the four major sectors of the tourism industry. Clearly, many very different perceptions of "industry standards" exist.

The mandate of the Standards and Certification Committee of the Alberta Tourism Education Council is to bring together industry representatives, educators, government, and all stakeholders to help define these industry standards. The challenge this task presents is immense but what it represents is an exciting step toward the pooling of resources by all levels of the tourism industry.

▼ Why Do We Want To Define Standards?

For too long, people working within the tourism industry have been labelled as unskilled workers. The stereotype is far from the truth.

The time has come to generate greater public awareness of the variety and complexity of tourism occupations. As a major step in developing this new awareness, the Certification Program of the Alberta Tourism Education Council will provide opportunities for those within the industry to earn official credit for their educational and/or work experience.

By defining standards we help to increase awareness of the competencies required of professional members of the world's fastest growing industry.

▼ Who Will Benefit From Standards And How?

In the long run, everyone benefits from the defining, implementing and monitoring of performance in relation to predetermined industry standards. By maintaining or raising standards, local and visiting consumers benefit as well as those professionals who meet or exceed the standards. Some of the specific groups who can benefit from the development of standards are:

Employers/Owners

- ▼ Standards help to define areas where employees must be proficient. This helps with recruiting, training and development of staff members.
- ▼ Used as a checklist, standards help to ensure that all areas of the business, which are employee-driven, are being satisfied.
- ▼ As a basis for developing programs which lead to certification, standards provide employers with a more highly-trained work force.

Service Professionals

(individuals working within industry)

- ▼ Standards help to identify career paths.
- ▼ Service professionals benefit through an enhanced public image.
- ▼ Standards provide the basis for challenge, self improvement and advancement.
- ▼ Standards supply a framework for certification. Credit is earned on the basis of experiential and educational credibility.

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- With expectations more clearly defined, standards help to provide higher and more measurable levels of performance leading to enhanced individual self-concept.

Students

- Standards help students to visualize all career options in the tourism sector, leading to informed decisions regarding career paths in tourism.
- Standards will help to promote the tourism industry as a viable and fulfilling career choice.

Educators

- Standards provide the basis for the curriculum and program development necessary for certification from the Alberta Tourism Education Council.
- Awareness of the complexity of occupations within the tourism/hospitality industry is enhanced through establishing standards.
- Existing and future service professionals are provided with frameworks for enlightened and practical training programs.
- Educational expertise is channelled to the areas of industry where it is needed and applicable.

▼ Where Do We Go From Here?

The Alberta Tourism Education Council has a mandate to facilitate the development of standards and certification for all occupational areas of: i) Food/Beverage ii) Accommodation iii) Tour and Travel iv) Attractions.

The standards presented in this booklet are for the occupation of Maître d'. Additional standards continue to be developed and validated, by industry, for every occupation in the food/beverage and accommodation area.

Soon, individuals from all sectors will be able to use the standards as a measure of performance in their chosen occupation.

▼ How Do You Read These Standards?

It's actually very simple:

MAJOR CATEGORIES (indicated in margin)

indicate general skill areas within an occupation.

SKILLS

are the abilities a service professional must have to do their job.

Core Skills

are transferable to other occupations in the industry.

Specific Skills

apply specifically to a stated occupation.

KNOWLEDGE STANDARDS

specify what a service professional must know to be considered competent in a skill.

PERFORMANCE STANDARDS

specify what a service professional must demonstrate to be considered competent in a skill based on the requirements as stated in the Knowledge Standard.

▼ How Are Standards Affected By House Policy?

The Alberta Tourism Education Council recognizes that an establishment may have internal policies that may affect the way a skill is performed. Therefore, some standards have "with consideration of house policy" added as part of the performance standard for certification purposes.

House policy does not replace the established standard; rather, it allows the evaluator to determine if performance is to the standard or follows a particular house policy. The Alberta Tourism Education Council will not fail a candidate for following policies of their establishments.

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We apologize if we have overlooked any contributors to this project. Please let us know if you are aware of any omissions.

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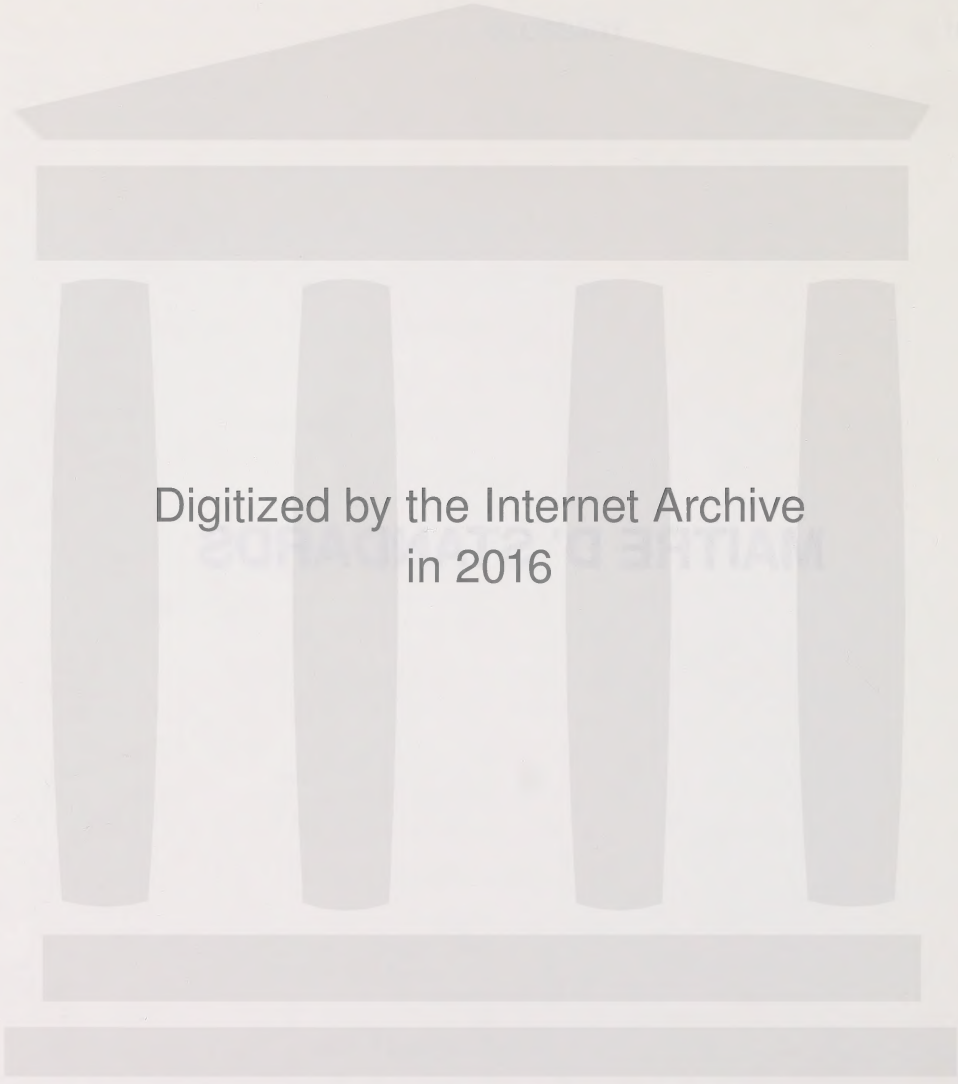
MAITRE D' STANDARDS

Note: Where reference is made to legislation, the reader is expressly advised to consult the original legislation, and to obtain further advice as required.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CORE	SPECIFIC	SKILL 1: POSSESS PROFESSIONAL CREDENTIALS	KNOWLEDGE	PERFORMANCE	STANDARD
		The participant must:			The participant will:
	●	1.1 possess professional credentials		●	possess professional credentials: a) Alberta Tourism Education Council Certified Food and Beverage Server b) Food Managers' Certification (Alberta Environmental Health Services) c) Standard First Aid Certification (Red Cross or St. John Ambulance)

B. ATTITUDE

CORE	SPECIFIC	SKILL 1: EXHIBIT PROFESSIONALISM	KNOWLEDGE	PERFORMANCE	STANDARD
		The participant must:			The participant will:
●		1.1 describe a positive attitude	●		describe a positive attitude: the expectation of a positive experience when approaching a task, person or situation
●		1.2 describe how to develop a positive attitude	●		describe how to develop a positive attitude: a) visualize personal goals clearly b) identify characteristics and behaviours consistent with desired attitude by observing others c) practice behaviours and thoughts consistent with desired attitude d) reinforce attitude change using feedback and self-monitoring
●		1.3 describe impact of a positive attitude	●		describe impact of a positive attitude: a) makes one feel: • good about self and others • energetic • enthusiastic • optimistic • useful/helpful • important/significant b) allows one to: • be open to new ideas • appear approachable • be likeable • make and maintain friendships • communicate effectively • experience greater job satisfaction • deal effectively with stress • enjoy better health • make most of any situation c) affects business: • creates a positive experience for customer and other staff members • encourages new and repeat business, e.g. through positive word-of-mouth advertising • increases revenue • increases prestige • encourages guest to stay longer

CORE	SPECIFIC	SKILL 1: EXHIBIT PROFESSIONALISM	KNOWLEDGE	PERFORMANCE	STANDARD
		The participant must:			The participant will:
●		1.4 exhibit behaviours and activities associated with a positive attitude toward self	●		outline behaviours and activities associated with a positive attitude toward self: a) maintain good health b) avoid substance abuse c) allow leisure/quality time for self d) reflect individual style/personality in activities e) seek new challenges and responsibilities f) contribute as a team member g) use positive self-reinforcement, e.g. 'I can do it' h) recognize own accomplishments i) develop and maintain sense of humour j) look for positive aspects in all situations k) maintain proper appearance
				●	exhibit behaviours and activities associated with a positive attitude toward self
●		1.5 exhibit professional attitude toward job	●		outline how to exhibit professional attitude toward job: be: a) punctual, e.g. arrive on time b) honest, e.g. report overage in float c) respectful, e.g. avoid condescending tone of voice, address guests by title d) loyal, e.g. positive about place of work e) friendly, e.g. make guests feel welcome, approach them with a smile f) cheerful, e.g. smile, do not exhibit anger g) courteous, e.g. establish eye-contact, use guests' names h) organized, e.g. keep legible records, maintain even-paced flow of service i) confident, e.g. take initiative to greet customer j) patient, e.g. remain calm when handling complaints k) open-minded, e.g. accept and implement new ideas l) dedicated, e.g. leave personal concerns at home m) flexible, e.g. adapt to changes n) proud of and enjoy work, e.g. express high regard for staff and product o) competent, e.g. do what it takes to get job done, assume role of food and beverage server, host/hostess and wine steward when necessary

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B. ATTITUDE

CORE	SPECIFIC	SKILL 1: EXHIBIT PROFESSIONALISM	KNOWLEDGE	PERFORMANCE	STANDARD
		The participant must:			The participant will:
		1.5 cont'd.			p) interested in industry: • network: – is member of professional associations and committees – attends professional conferences and workshops • take work-related courses • aware of career options
				●	exhibit professional attitude toward job
●		1.6 exhibit behaviours reflecting a professional attitude toward staff	●		describe behaviours reflecting a professional attitude toward staff: a) reward staff for work done well to reinforce individual usefulness and importance b) allow some flexibility and individualism in how work is accomplished c) encourage teamwork d) follow up on staff evaluations e) consider staff suggestions to improve working conditions, services and products f) train staff on an on-going basis g) describe job expectations clearly h) listen actively i) co-operate with staff from all departments
				●	exhibit behaviours reflecting a professional attitude toward staff

CORE	SPECIFIC	SKILL 1: EXHIBIT PROFESSIONALISM	KNOWLEDGE	PERFORMANCE	STANDARD
		The participant must:			The participant will:
●		1.7 exhibit behaviours associated with a professional attitude toward guest	●		outline behaviours associated with a professional attitude toward guest: a) greet guest at door b) assist guest with coat and chair c) show interest in and respect for children d) respond to guest cues on amount of personal attention required e) circulate throughout room, e.g. be attentive to all guests, check on each table f) acknowledge regulars g) exceed guest's expectations, e.g. accommodate special needs, allow adequate time to properly serve or aid guest h) recommend good value and quality items to guest i) treat guest as individual j) respect guest's privacy and confidentiality k) do not discuss problems in front of guest l) maintain calm, even tone of voice m) ask guest for feedback: • shortly after entrée is received • upon departure n) ensure problems are corrected before guest leaves o) accompany guest to door p) thank guest for patronage
				●	exhibit behaviours associated with a professional attitude toward guest
●		1.8 describe how to act as role model for staff	●		describe how to act as role model for staff: exhibit behaviours, activities and attributes of a positive and professional attitude

CORE	SPECIFIC	SKILL 1: PROMOTE BUSINESS	KNOWLEDGE	PERFORMANCE	STANDARD
		The participant must:			The participant will:
●		1.1 suggest competitive strategies to management	●		outline competitive strategies to suggest to management: a) identify target market b) note current trends, for example: • products that are selling well • products that are not selling • products that are requested frequently c) identify market potential d) keep menu current e) analyze staffing requirements considering: • level of service • consumer demand f) monitor traffic flow to ensure physical layout is efficient
				●	suggest competitive strategies to management

CORE	SPECIFIC	SKILL 1: PROMOTE BUSINESS	KNOWLEDGE	PERFORMANCE	STANDARD
		The participant must:			The participant will:
●		1.2 make recommendations for updating wine list to management	●		outline how to make recommendations for updating wine list to management: a) determine needs, considering: • establishment: – clientele – style of dining room, e.g. fine dining – atmosphere – menu items – price range – method of dispensing wine, e.g. by glass, by bottle • wines which: – are available from Alberta Liquor Control Board (ALCB) or wine agent – have affinity with menu items – reflect current trends – are good value – complement existing stock b) select wines to ensure well-balanced wine list: • ensure good representation of: – red, rosé, white, speciality and sparkling wines – wines of varying sweetness and style – wines from different countries – wines by glass • choose feature wines c) set up wine list presentation which: • reflects style or atmosphere of restaurant • reflects presentation style of menu • is well arranged and informative • clearly indicates price and vintage • is simple and user-friendly • is accurate and correctly spelled
				●	make recommendations for updating wine list to management, with consideration of house policy

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C. ORGANIZATIONAL MANAGEMENT

CORE	SPECIFIC	SKILL 1: PROMOTE BUSINESS	KNOWLEDGE	PERFORMANCE	STANDARD
		The participant must:			The participant will:
●		1.3 list considerations for developing in-house promotions	●		list considerations for developing in-house promotions: a) cost b) visibility c) suitability to style of establishment d) projected sales e) time, e.g. length, time of year f) merchandising tools: • upselling by staff • menu • wine list • food display • tents card • daily special • signs – chalkboards, posters, signboards, light boards g) presentation: • reflects style and atmosphere of establishment • words are spelled correctly • accurate • informative • well arranged • attracts attention h) management approval
●		1.4 identify sources of theme development	●		identify sources of theme development: for example: a) wine producing regions and countries b) food types c) wine events, e.g. Beaujolais Nouveau d) seasonal occasions
●		1.5 follow steps to plan wine promotion	●		outline steps to plan wine promotion: a) create theme b) choose appropriate wine and determine availability in advance c) consult with chef for complementary food menu d) determine most effective promotional technique e) cost event
				●	follow steps to plan wine promotion, with consideration of house policy

ALBERTA TOURISM EDUCATION COUNCIL

CORE	SPECIFIC	SKILL 1: PROMOTE BUSINESS	KNOWLEDGE	PERFORMANCE	STANDARD
		The participant must:			The participant will:
●		1.6 implement wine promotion	●		outline how to implement wine promotion: a) order and receive wine b) confirm menu with chef c) organize or set up promotional advertising d) inform and train staff
				●	implement wine promotion

CORE	SPECIFIC	SKILL 2: OVERSEE AND TAKE RESERVATIONS	KNOWLEDGE	PERFORMANCE	STANDARD
		The participant must:			The participant will:
	●	2.1 determine number of table bookings per shift	●		describe how to determine number of table bookings per shift: a) consider: • number of tables • number of staff working • turnover time, e.g. one hour for lunch, four hours for large dinner party • type of establishment, e.g. fast food, fine dining • style of service, e.g. buffet, French • time of day, e.g. breakfast, dinner • spaces for walk-ins and overbooking b) draft table booking system
				●	determine number of table bookings per shift
●		2.2 follow guidelines for taking reservations	●		outline guidelines for taking reservations: a) avoid over and double booking by using one reservation book and double checking for accuracy b) record: • name of guest or party • reservation date • reservation time • number in party • telephone number of contact person • special requests, e.g. menu, seating, occasion c) confirm information with customer d) inform management and staff as appropriate e) initial reservation
				●	follow guidelines for taking reservations, with consideration of house policy
	●	2.3 co-ordinate reservations	●		outline how to co-ordinate reservations: a) monitor and block reservation book on a monthly, weekly and daily basis b) consider abilities of staff, teamwork between kitchen and serving staff, and time of arrival of guests to ensure smooth flow of reservations c) schedule adequate staff
				●	co-ordinate reservations, with consideration of house policy

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CORE	SPECIFIC	SKILL 2: OVERSEE AND TAKE RESERVATIONS	KNOWLEDGE	PERFORMANCE	STANDARD
		The participant must:			The participant will:
●		2.4 identify information contained on function sheet	●		identify information contained on function sheet: a) nature of event b) date of event c) time of service d) number of people e) cost of cover and gratuity f) room set-up g) type of table setting h) menu i) beverage requirements j) billing instructions k) name of organization, contact name, phone number and address
●		2.5 follow guidelines to set up for large groups	●		outline guidelines to set up for large groups: a) use information from notices, agendas and function sheets to plan function b) obtain deposits and guarantees c) confirm requirements and size of group, e.g. consult with chef regarding menu, special set-ups and mis-en-place d) order special equipment, if necessary e) set floor plan f) schedule and inform staff of: • time of function • uniform for function • special requests g) establish plan to direct staff to set up room h) prepare mis-en-place and service duty checklist i) decide on delegation of duties j) line up staff: • assign teams • inform of service procedure and flow of function k) direct set-up of room l) prepare for resetting of dining room considering: • time of staff sign-out • time required to reset room
				●	follow guidelines to set up for large groups, with consideration of house policy

CORE	SPECIFIC	SKILL 2: OVERSEE AND TAKE RESERVATIONS	KNOWLEDGE	PERFORMANCE	STANDARD
		The participant must:			The participant will:
●		2.6 complete paperwork for function	●		outline how to complete paperwork for function: a) review billing: • account for all charges • verify credit is acceptable • process as indicated on function sheet b) document gratuity distribution c) record comments in daily log book d) complete function report and distribute to appropriate person or department
				●	complete paperwork for function

CORE	SPECIFIC	SKILL 3: PERFORM DAILY ADMINISTRATIVE DUTIES	KNOWLEDGE	PERFORMANCE	STANDARD
		The participant must:			The participant will:
	●	3.1 perform opening, operating and closing duties	●		identify how to perform opening, operating and closing duties: a) determine what opening duties need to be performed, including: • assign sections and duties to staff as per daily rotation • ask kitchen staff to identify daily specials and out-of-stock items • check ambience, e.g. lighting, music • check physical plant, e.g. air conditioning, curtains • check reservations to determine seating requirements, special requests and overbooking • confirm special requests and large party reservations • prepare cash register/computer • count float and ensure adequate change is available • check par stock • ensure staff are ready for work and, as necessary, phone late staff and arrange for replacement • ensure sections and stations are set up • ensure side duties are done • check exterior and interior for cleanliness, including: – entrance area – light fixtures – exterior lights – tables – windows – washrooms – menus – signs • reserve tables or sections • maintain temperature at reasonable comfort level • open on time b) determine what operating duties need to be performed, including: • greet customer • offer to take coat • note guest arrival in reservation book • offer smoking or non-smoking seating • identify special needs for: – children, e.g. offer highchair or booster chair – birthday, e.g. note request for cake

CORE	SPECIFIC	SKILL 3: PERFORM DAILY ADMINISTRATIVE DUTIES	KNOWLEDGE	PERFORMANCE	STANDARD
		The participant must:			The participant will:
		3.1 cont'd.			– anniversary, e.g. note request for champagne – persons with disability, e.g. seat at table with easy access • seat customer • assist food and beverage servers, when necessary • observe kitchen, e.g. keep up-to-date on shortages, problems with equipment • verify guest satisfaction • respond to problems, complaints and other difficult situations • ensure house standards are maintained • ensure special needs and requests are met • reconfirm customer satisfaction • assist guest with coat • thank guest c) determine what closing duties need to be performed, including: • direct staff to reset room according to reservations for next shift • check that stations are ready for next shift, including sidestands, chairs and tables • ensure side duties are done and note changes needed • check par stocks and order as required • secure supply area • complete and distribute paperwork • deposit all cash • request maintenance services, when necessary • ensure garbage is properly disposed of • complete daily log book • shut off electrical appliances, e.g. coffee machine • lock up establishment d) develop system that assists in assuring all duties are completed, e.g. checklist e) implement system f) update system to include: • changes in policy, operations and equipment used • improvements that evolved through experience
				●	perform opening, operating and closing duties, with consideration of house policy

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CORE	SPECIFIC	SKILL 3: PERFORM DAILY ADMINISTRATIVE DUTIES	KNOWLEDGE	PERFORMANCE	STANDARD
		The participant must:			The participant will:
●		3.2 list uses of daily log book	●		list uses of daily log book: a) to forecast number of guests expected during major holidays b) to plan staff scheduling c) communication tool for management team, e.g. identifies high demand items
	●	3.3 maintain daily log book	●		outline how to maintain daily log book: a) record: • sales • disputes • information regarding special events: – Christmas – New Years Eve, New Year's Day – anniversary parties – birthday parties – house events • information regarding popular menu items and trends • number of guests served • number of staff required • special requests • customer comments and complaints • staff achievements, e.g. sales record • accidents • results of inspections • revenue earned • weather b) initial entry and record time of departure
				●	maintain daily log book, with consideration of house policy

CORE	SPECIFIC	SKILL 4: MAINTAIN INVENTORY	KNOWLEDGE	PERFORMANCE	STANDARD
		The participant must:			The participant will:
●		4.1 implement par stock plan	●		outline how to implement par stock plan: a) analyze weekly, monthly, yearly and seasonal or fluctuating needs to determine quantity of items required to ensure sufficient stock b) determine availability of products and supplies c) develop checklist of items and quantities needed
				●	implement par stock plan, with consideration of house policy
●		4.2 maintain par stock	●		outline how to maintain par stock: a) check par stock against checklist daily b) obtain approval for order c) place orders when required d) restock by rotating stock using first-in, first-out (FIFO) system and ensuring proper handling and storage, e.g. refrigerate perishables
				●	maintain par stock, with consideration of house policy
●		4.3 order liquor inventory	●		outline how to order liquor inventory: a) determine: • what to order • establishment's liquor licence number • establishment's date and time to place order • accessibility of inventory to licensee • alternate selections • method of payment, e.g. money order, check b) place order with ALCB: • provide Canadian Standard Product Code (CSPC) number for each product • state quantity of product required • give alternative selections, if necessary • confirm accuracy of order • confirm price c) arrange delivery
				●	order liquor inventory

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CORE	SPECIFIC	SKILL 4: MAINTAIN INVENTORY	KNOWLEDGE	PERFORMANCE	STANDARD
		The participant must:			The participant will:
●		4.4 place special orders	●		outline how to place special orders: a) confirm availability with ALCB or agent b) determine minimum allowable order c) complete special order form d) determine approximate cost e) place order f) pre-pay 50% of cost
				●	place special orders
●		4.5 receive inventory	●		outline how to receive inventory: a) oversee correct and safe unloading of inventory b) cross-check invoice with order form c) cross-check inventory received with invoice: • count pieces • identify repacks, i.e. boxes marked repack by ALCB • count items in repacks d) ensure order is securely stored as soon as possible
				●	receive inventory, with consideration of house policy

CORE	SPECIFIC	SKILL 1: USE EFFECTIVE COMMUNICATION SKILLS	KNOWLEDGE	PERFORMANCE	STANDARD
		The participant must:			The participant will:
●		1.1 define effective communication	●		define effective communication: the process of sharing information so that all individuals involved understand one another
●		1.2 use effective communication skills	●		outline effective communication skills: a) understand and organize ideas before speaking b) keep purpose of discussion in mind c) adjust wording and mannerisms to suit setting and listener d) communicate message at appropriate time, e.g. respond to guest's complaint as soon as possible e) use behaviour to reinforce words: • gestures • posture • vocal tone • facial expressions • eye contact f) ensure listener understands what is said: • listen carefully to comments • ask open-ended questions • encourage questions • observe behaviours g) if message is not understood: • repeat message • reword message • give examples h) understand feedback: • listen carefully to comments • ask open-ended questions • observe behaviours • acknowledge comments, e.g. with a nod i) empathize by trying to understand reasons behind others' feelings and thoughts j) address by name k) respect listener's personal space l) keep hands behind back or hold in front
				●	use effective communication skills

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CORE	SPECIFIC	SKILL 1: USE EFFECTIVE COMMUNICATION SKILLS	KNOWLEDGE	PERFORMANCE	STANDARD
		The participant must:			The participant will:
●		1.3 use telephone etiquette	●		outline telephone etiquette: a) answer promptly b) identify organization and self c) determine purpose of call d) use natural voice, speak clearly, do not shout e) listen carefully f) use caller's name to personalize call g) verify information by repeating details, e.g. date, number of people, time h) take notes; have paper and pen at hand i) be helpful, e.g. let caller on hold know line is still busy j) be courteous, e.g. use please and thank you k) make suggestions of services or products that may be of interest l) thank caller
				●	use telephone etiquette
●		1.4 liaise between chef and guests	●		outline how to liaise between chef and guests: a) establish rapport with kitchen: • be honest • converse with chef regularly b) pass on compliments and complaints from guests c) make and ask for suggestions to improve service or product d) discuss problems with chef as soon as possible e) keep log book of problems discussed and solutions reached
				●	liaise between chef and guests

CORE	SPECIFIC	SKILL 2: USE PROPER ETIQUETTE	KNOWLEDGE	PERFORMANCE	STANDARD
		The participant must:			The participant will:
●		2.1 follow guidelines for greeting guests	●		outline guidelines for greeting guests: a) ensure guests are acknowledged upon arrival b) smile and welcome guests to establishment c) confirm reservation and number of guests d) offer to check coats, briefcases or parcels: • assist women first • secure belongings, e.g. place gloves and scarves in pocket or sleeve • have guests remove personal possessions, e.g. wallets • issue claim tickets e) offer smoking or non-smoking section f) offer to answer questions, e.g. about menu or wine g) bid guests a pleasant evening
				●	follow guidelines for greeting guests, with consideration of house policy
●		2.2 follow guest service protocol	●		outline guest service protocol: a) if known, address guests by name using correct title, e.g. Mrs., Mr. b) if unsure of guests' names or relation to one another, address as sir or madame c) do not assume relationships, e.g. husband and wife, mother and son d) do not gossip about guests e) be willing to discuss knowledge of food and beverages, if guests desire
				●	follow guest service protocol

CORE	SPECIFIC	SKILL 2: USE PROPER ETIQUETTE	KNOWLEDGE	PERFORMANCE	STANDARD
		The participant must:			The participant will:
●		2.3 follow protocol for VIPs and special occasions	●		describe protocol for VIPs and special occasions: a) for VIPs: • address by title • ensure seating at suitable table • meet special wants and needs b) for special occasions: • follow policy for special occasions, e.g. complimentary birthday cake, bottle of wine, band announcements, special songs • ensure requests are prepared for in advance • make reference to occasion, if requested
				●	follow protocol for VIPs and special occasions, with consideration of house policy
●		2.4 follow guidelines for checking on tables	●		outline guidelines for checking on tables: a) try not to interrupt when guests are eating or talking b) apologize for interruptions c) check on guests shortly after entrée arrives d) return to table where guests have complained to ensure solution is satisfactory e) respond to behavioural cues from guests, e.g. spend time visiting with guests who invite conversation f) respond to behavioural cues from servers, e.g. help servers who are busy g) check on tables throughout shift as time permits
				●	follow guidelines for checking on tables
●		2.5 inform customers about product cost when appropriate	●		outline when it is appropriate to inform customers about product cost: a) when customers request product not on menu, e.g. asks for special wine not on menu b) if customers complain about price of menu item c) should customers order bottle of wine offered at special price for single-glass serving
				●	inform customers about product cost when appropriate

CORE	SPECIFIC	SKILL 3: MANAGE GUEST RELATIONS	KNOWLEDGE	PERFORMANCE	STANDARD
		The participant must:			The participant will:
●		3.1 follow guidelines for handling line-ups and over-booked reservations	●		outline guidelines for handling line-ups and overbooked reservations: a) greet guests b) confirm name, number in party and time of arrival or reservation c) state approximate waiting time d) apologize for delay, if appropriate e) offer seating in lounge or waiting area f) notify guests when table is ready g) seat guests h) compensate for delay, if appropriate
				●	follow guidelines for handling line-ups and overbooked reservations, with consideration of house policy
●		3.2 follow procedure for seating guests	●		outline procedure for seating guests: a) check for special seating needs or requests, e.g. booster chair, non-smoking section b) ask guests to wait while table is checked c) check table for menus and correct set-up d) lead guests to table: • adjust to pace of guests • ensure path is clear • initiate conversation if guests are receptive e) stop at selected table: • ensure guests' approval • pull out chairs • assist with other seating needs f) present menu and describe specials g) if no further services are required, inform guests that server will be there shortly h) make closing remark when leaving table, e.g. 'enjoy your evening' i) check for tables which may soon be available on way back to reception desk
				●	follow procedure for seating guests

CORE	SPECIFIC	SKILL 3: MANAGE GUEST RELATIONS	KNOWLEDGE	PERFORMANCE	STANDARD
		The participant must:			The participant will:
●		3.3 follow guidelines for refusing entrance to and removing guest from premises	●		describe guidelines for refusing entrance to and removing guest from premises: a) refuse entrance to guest: • when guest: – does not comply with posted dress code – is apparently intoxicated – has pet (except guide dog) – has been barred from establishment • inform guest that establishment is unable to accommodate them • state reason if asked • ensure guest leaves property b) remove guest: • when guest: – is apparently intoxicated – is verbally or physically abusive – is involved in illegal activities • terminate service • request that guest leave • leave guest and notify management of problem • firmly request that guest leave or authorities will be notified • call authorities if required • monitor room and disruptive person
				●	follow guidelines for refusing entrance to and removing guest from premises, with consideration of house policy
●		3.4 follow guidelines for referring guests who cannot be accommodated	●		outline guidelines for referring guests who cannot be accommodated: a) for in-house services: • recommend other in-house facilities first • describe menus and styles of service • offer to make reservations • direct guests to facility b) for outside services: • ask for food and service preferences • recommend establishments known for good food and service • offer to make reservations • direct guests to establishment or offer to call taxi
				●	follow guidelines for referring guests who cannot be accommodated, with consideration of house policy

CORE	SPECIFIC	SKILL 3: MANAGE GUEST RELATIONS	KNOWLEDGE	PERFORMANCE	STANDARD
		The participant must:			The participant will:
●		3.5 follow guidelines for establishing rapport with guests	●		describe guidelines for establishing rapport with guests: a) greet guests at door b) offer assistance as needed, e.g. coats, chairs c) recognize regular guests: • address by name • note preferences and accommodate when possible, e.g. favourite table, server • follow up on past conversations • record guest information, e.g. address, phone number, special occasions • update mailing list, if applicable d) comment on topics of interest to guests, such as: • note personal interests, e.g. hobbies, travel, work • keep up to date on current affairs • know history of establishment • know local points of interest • be aware of community events e) circulate throughout room giving attention to each table f) identify service needs g) provide services and products desired h) ask guests for feedback shortly after entrée is served i) ensure problems are corrected before guests leave j) respect guests' confidentiality and privacy k) thank guests for patronage
				●	follow guidelines for establishing rapport with guests

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CORE	SPECIFIC	SKILL 3: MANAGE GUEST RELATIONS	KNOWLEDGE	PERFORMANCE	STANDARD
		The participant must:			The participant will:
●		3.6 follow guidelines to ensure guests' needs are met or exceeded	●		outline guidelines to ensure guests' needs are met or exceeded: a) be prepared to meet needs of guests of different cultures, religions, lifestyles and those with special needs b) invite suggestions from guests, e.g. vegetables for vegetarian plate c) offer alternatives if original request cannot be met d) make suggestions based on food and beverage knowledge e) be aware of changing trends
				●	follow guidelines to ensure guests' needs are met or exceeded
●		3.7 follow guidelines to ensure proper pace of service	●		outline guidelines to ensure proper pace of service: a) seat guests evenly throughout dining room to maximize staff efficiency and avoid overloading sections b) supervise pace of servers c) observe guests to ensure service is neither too fast nor too slow
				●	follow guidelines to ensure proper pace of service
●		3.8 follow guidelines to accommodate large parties	●		outline guidelines to accommodate large parties: a) contact host upon party's arrival to confirm: • number of guests • special requests b) seat large parties considering: • special requirements • privacy and comfort of group and other guests c) check on group throughout function: • to assist with service • to ensure satisfaction
				●	follow guidelines to accommodate large parties

CORE	SPECIFIC	SKILL 3: MANAGE GUEST RELATIONS	KNOWLEDGE	PERFORMANCE	STANDARD
		The participant must:			The participant will:
●		3.9 follow guidelines for anticipating problems	●		outline guidelines for anticipating problems: a) watch for behavioural cues from guests, for example: • fidgeting • negative facial expressions • avoiding of eye contact • not eating b) watch for servers who appear: • rushed • disorganized • upset
				●	follow guidelines for anticipating problems
●		3.10 follow guidelines for handling guest complaints	●		outline guidelines for handling guest complaints: a) gather all information about complaint b) attend to guest as quickly as possible c) do not be defensive d) listen carefully to details of problem e) offer no excuses f) restate problem to indicate understanding g) offer alternatives to guest h) decide on solution with approval of guest i) take corrective action j) follow up to ensure solution is satisfactory k) try to ensure guest leaves establishment on friendly terms l) record complaint in daily logbook
				●	follow guidelines for handling guest complaints, with consideration of house policy

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CORE	SPECIFIC	SKILL 3: MANAGE GUEST RELATIONS	KNOWLEDGE	PERFORMANCE	STANDARD
		The participant must:			The participant will:
●		3.11 follow procedures for non-payment by guests	●		outline procedures for non-payment by guests: a) for insufficient cash: • ask guests for alternative method of payment, e.g. credit card • obtain collateral if alternative is not available b) for declined credit cards: • ask guests for alternative method of payment, e.g. cash, another card • follow instructions given by credit card company c) for unpaid bills: • document description of offenders • lodge formal complaint with police • alert security, if applicable • communicate details to staff
				●	follow procedures for non-payment by guests, with consideration of house policy

CORE	SPECIFIC	SKILL 4: CONTRIBUTE TO PUBLIC RELATIONS	KNOWLEDGE	PERFORMANCE	STANDARD
		The participant must:			The participant will:
●		4.1 follow guidelines for becoming familiar with media personalities	●		outline guidelines for becoming familiar with media personalities: a) listen to a variety of radio stations and programs b) watch local television channels c) read local newspapers and magazines d) recognize and address media personalities by name, when possible
				●	follow guidelines for becoming familiar with media personalities
	●	4.2 follow guidelines for creating and maintaining a favourable reputation	●		outline guidelines for creating and maintaining a favourable reputation: a) ensure: • consistent service • food quality meets house standards: – use of fresh ingredients, meals freshly prepared – food is served at proper temperature – sauces have proper consistency • food presentation meets house standards: – size of portions are adequate and consistent – placement of food on plate is appealing – proper garnish is used • beverage service meets house standards: – appropriate, clean glassware is used – size of portions are adequate and consistent – proper garnish is used b) communicate compliments and complaints to management and staff c) be honest with guests, e.g. length of wait, availability of products d) encourage establishment and staff to participate in community events e) build rapport with other establishments: • exchange referrals • use contacts made through work
				●	follow guidelines for creating and maintaining a favourable reputation

CORE	SPECIFIC	SKILL 1: SUPERVISE STAFF	KNOWLEDGE	PERFORMANCE	STANDARD
		The participant must:			The participant will:
●		1.1 provide leadership	●		outline how to provide leadership: a) communicate effectively with staff b) outline management's expectations of staff regarding: • maintenance of uniform and personal hygiene • punctuality • food and wine service • greeting guests c) share expertise d) provide training e) respect roles of other staff f) be prepared to do whatever is requested of staff g) listen to all feedback, positive or negative
				●	provide leadership
●		1.2 follow procedure to hire staff	●		outline procedure to hire staff: a) develop job descriptions b) identify desired character traits, e.g. use best employee as role model c) obtain resumé from applicant d) standardize interview process, e.g. ask same or similar questions of each applicant e) be aware of legal and illegal interview questions, e.g. it is illegal to ask female applicant if she is pregnant f) interview applicants: • be prepared • block time for interview g) check at least two references h) compare applicants to desired characteristics, consider: • personality • skill level • experience • education i) select best applicant j) offer applicant position k) inform applicant of terms of employment
				●	follow procedure to hire staff, with consideration of house policy

CORE	SPECIFIC	SKILL 1: SUPERVISE STAFF	KNOWLEDGE	PERFORMANCE	STANDARD
		The participant must:			The participant will:
●		1.3 follow procedure for staff dismissal	●		outline procedure for staff dismissal: a) follow employment standards code and labour regulations b) document all incidents in employee's file c) give formal warnings, i.e. two written and one verbal warning if probation period has expired and activities are not criminal d) cite cause for dismissal, for example: • unprofessional conduct • insubordination • inability to meet job requirements • negligence e) give termination notice and/or severance pay
				●	follow procedure for staff dismissal, with consideration of house policy
●		1.4 schedule staff	●		outline how to schedule staff: a) consider: • operating hours • last year's sales • monthly, weekly and daily plans, e.g. upcoming events • budget • previous scheduling • reservations and special requests • capacity of room • level of expertise of staff b) draft schedule
				●	schedule staff, with consideration of house policy
●		1.5 assign duties to staff	●		describe guidelines for assigning duties to staff: a) consider personalities of staff members, e.g. outgoing, quiet b) consider abilities of staff members: • to deal with large and small groups of guests • to handle difficult customers • to serve guests efficiently c) consider skill levels of staff members: • food and beverage knowledge • service knowledge, e.g. plate service, tableside service d) plan delegation of duties
				●	assign duties to staff

CORE	SPECIFIC	SKILL 1: SUPERVISE STAFF	KNOWLEDGE	PERFORMANCE	STANDARD
		The participant must:			The participant will:
●		1.6 supervise staff to ensure quality of service	●		outline how to supervise staff to ensure quality of service: a) monitor service staff workload and efficiency b) assist staff as required c) ensure house regulations and expectations are met regarding: • style of service • safety and sanitation • attire d) encourage staff to develop rapport with guests e) ask guests for feedback on service f) follow up on comments
				●	supervise staff to ensure quality of service
●		1.7 train staff in responsible beverage service	●		outline guidelines for training staff in responsible beverage service: a) inform staff of legal liabilities b) describe signs of intoxication c) describe intervention techniques, for example: • provide accommodation, if appropriate • call friend or family of customer to provide transportation home • call taxi and escort customer to it • offer food or coffee to help metabolize alcohol • do not allow guest to leave unassisted or to drive while intoxicated
				●	train staff in responsible beverage service

CORE	SPECIFIC	SKILL 1: SUPERVISE STAFF	KNOWLEDGE	PERFORMANCE	STANDARD
		The participant must:			The participant will:
●		1.8 monitor waste control	●		outline how to monitor waste control: a) inform staff of purpose of waste control, i.e. unnecessary waste cuts profit b) check linen for damage and have it repaired c) check garbage, e.g. flatware, linen napkins d) supervise buffet: • oversee portion control • monitor quantities of food on tables and replenish according to expected demands • check with door for expected number of covers • ensure that reusable foods and materials are saved and stored properly for future use
				●	monitor waste control
●		1.9 make decisions	●		outline how to make decisions: a) obtain information about situation b) assess resources, e.g. staff capabilities, establishment policies c) formulate alternatives d) consider consequences of alternatives, e.g. affect on business or staff morale e) select best alternative f) implement selected alternative
				●	make decisions
●		1.10 prevent theft	●		outline how to prevent theft: a) implement control system to prevent fraudulent use of bills b) implement cost control measures for food and beverages, e.g. requisitions c) count inventory regularly d) address customer billing complaints, e.g. check for overcharges, return overpayment
				●	prevent theft

CORE	SPECIFIC	SKILL 1: SUPERVISE STAFF	KNOWLEDGE	PERFORMANCE	STANDARD
		The participant must:			The participant will:
●		1.11 manage personal stress	●		outline how to manage personal stress: a) take short breaks between shifts if working double shifts b) control negative thoughts and anger c) accept comments and criticisms and react professionally d) re-establish positive relations with staff after negative incidents e) participate in personal development courses f) allow leisure/quality time for self
				●	manage personal stress
●		1.12 monitor staff appearance and presentation	●		outline how to monitor staff appearance and presentation: ensure staff members: a) wear proper apparel b) maintain good personal hygiene c) use cosmetics, accessories and fragrances discreetly d) exhibit good posture e) use appropriate language in establishment
				●	monitor staff appearance and presentation

CORE	SPECIFIC	SKILL 2: USE ORGANIZATIONAL SKILLS	KNOWLEDGE	PERFORMANCE	STANDARD
		The participant must:			The participant will:
●		2.1 define cuisine terminology used in establishment	●		define cuisine terminology used in establishment: for example: a) sauté – pan-fried in butter b) fettucini – flat egg noodles c) spanikopita – spinach and cheese in filo pastry
●		2.2 maintain communication with other departments	●		outline how to maintain communication with other departments: a) determine departments requiring regular communication b) select best method of communication to suit needs: • written communication, e.g. memo, letter • verbal communication, e.g. conversation, meeting c) communicate information clearly and concisely d) follow up as needed
				●	maintain communication with other departments
●		2.3 establish or adjust daily rotation	●		outline how to establish or adjust daily rotation: a) consider differences in sections: • some are more difficult to work • some are more popular b) consider daily duties to distribute c) match sections to duties to balance work load for servers d) use rotation system to assign servers to sections e) explain changes to members of service teams as required
				●	establish or adjust daily rotation

CORE	SPECIFIC	SKILL 2: USE ORGANIZATIONAL SKILLS	KNOWLEDGE	PERFORMANCE	STANDARD
		The participant must:			The participant will:
●		2.4 maintain staff morale	●		describe guidelines for maintaining staff morale: a) encourage input from all staff regarding operations, service and products b) clarify individual duties to each staff member c) schedule meetings to inform staff of: • daily schedule information • sales information • staff and management concerns • compliments d) use positive reinforcement and give compliments to recognize individual achievements e) work with staff to relieve overload whenever necessary f) encourage staff to achieve individual potential g) monitor performance and attitude h) deal promptly and privately with problems i) monitor staff fatigue, ensure individuals are not overtired or overworked j) monitor food quality and presentation k) motivate staff by rewarding: • with food or wine if appropriate • with time off • with employee of the month award • with bonus or promotion l) encourage staff to attend company social events, e.g. parties, picnics, games
				●	maintain staff morale
●		2.5 handle staff problems	●		describe how to handle staff problems: a) identify source of problem b) discuss problem privately c) listen carefully to details of problem d) restate problem to indicate understanding e) consider staff solution or input f) consider options available g) choose best option h) implement solution i) document incident and steps taken j) follow up
				●	handle staff problems

CORE	SPECIFIC	SKILL 2: USE ORGANIZATIONAL SKILLS	KNOWLEDGE	PERFORMANCE	STANDARD
		The participant must:			The participant will:
●		2.6 encourage teamwork	●		identify how to encourage teamwork: a) encourage co-operation among staff b) allow staff to do own job c) schedule float person to help all areas d) organize team sales contests
				●	encourage teamwork
●		2.7 conduct performance appraisals	●		outline how to conduct performance appraisals: a) prepare performance appraisal: • review employee records • identify employee strengths and weaknesses • prepare performance appraisal in writing b) arrange for private discussion: • allow for staff input • have support documentation on hand • provide copy of performance appraisal to employee c) follow up on performance appraisal, for example: • make recommendations to manager • help employee establish goals • set up reward system
				●	conduct performance appraisals

ALBERTA TOURISM EDUCATION COUNCIL

CORE	SPECIFIC	SKILL 3: IMPLEMENT TRAINING AND SALES PROGRAMS	KNOWLEDGE	PERFORMANCE	STANDARD
		The participant must:			The participant will:
●		3.1 provide staff orientation	●		outline how to provide staff orientation: a) introduce new staff member to other staff b) tour facility c) outline organizational structure d) outline procedures and expectations of management e) assign established senior staff to work with new staff
				●	provide staff orientation
●		3.2 outline areas for training staff	●		outline areas for training staff: a) in guest services: • greeting guests cordially, addressing ladies first • acknowledging regular guests • securing guests' belongings, e.g. coats, hats • seating correctly, e.g. ladies first • serving guests with disabilities b) in food and beverage knowledge: • industry terminology • ingredients and preparation methods of menu items • wine and beverage information for recommendations c) in sales techniques: • presenting menu • suggestive selling • accommodating special requests • taking food and beverage orders d) in service techniques: • presenting and serving wine • serving tableside, e.g. flambé, carving, cheese board • presenting desserts, liqueurs and special coffees

CORE	SPECIFIC	SKILL 3: IMPLEMENT TRAINING AND SALES PROGRAMS	KNOWLEDGE	PERFORMANCE	STANDARD
		The participant must:			The participant will:
●		3.3 train staff to improve sales	●		outline how to train staff to improve sales: a) provide product knowledge, e.g. arrange for food and wine tasting, post product information b) identify and/or demonstrate sales techniques: • suggesting specific items • recommending items confidently • using props, e.g. dessert tray, wine cart, menu • informing guests of feature items c) identify good service techniques: • timing skills • judgement, e.g. read table, do not be overbearing d) establish sales incentive programs, rewarding staff member for greatest: • number of sales • value of sales • number of sales during specified time • number of specific product sold e) identify sales incentives: • money • gift certificates • products, e.g. food • time off • recognition
				●	train staff to improve sales
●		3.4 train staff in telephone etiquette	●		outline how to train staff in telephone etiquette: identify and/or demonstrate important telephone manners: a) answer promptly b) identify organization and self c) determine reason for call d) use natural voice and speak clearly e) use caller's name f) listen carefully g) take notes h) verify information i) suggest services or products j) be helpful k) thank caller
				●	train staff in telephone etiquette

ALBERTA TOURISM EDUCATION COUNCIL

CORE	SPECIFIC	SKILL 3: IMPLEMENT TRAINING AND SALES PROGRAMS	KNOWLEDGE	PERFORMANCE	STANDARD
		The participant must:			The participant will:
●		3.5 provide ongoing training	●		describe how to provide ongoing training: a) arrange in-house demonstrations b) accommodate staff taking work-related courses, e.g. arrange schedules c) provide reference materials, e.g. periodicals, books, video tapes, audio cassettes d) encourage staff to upgrade skills
				●	provide ongoing training
●		3.6 organize staff meetings	●		outline how to organize staff meetings: a) post date and time of meeting b) establish agenda with input from all interested parties c) invite all interested parties to attend d) direct proceedings: • follow agenda • keep minutes • facilitate problem-solving • present new ideas e) assign follow-up to specific individuals f) evaluate results at next meeting
				●	organize staff meetings

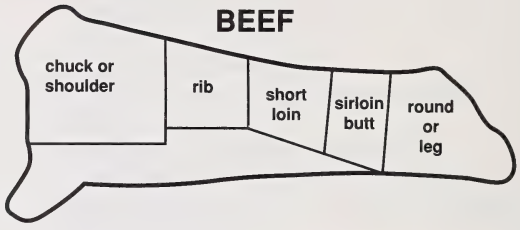
CORE	SPECIFIC	SKILL 1: IDENTIFY FOOD PRODUCTS AND PREPARATION METHODS	KNOWLEDGE	PERFORMANCE	STANDARD
		The participant must:			The participant will:
●		1.1 describe basic cooking methods	●		describe basic cooking methods: a) dry-heat cooking: • roast – food (usually meat or poultry) placed uncovered in hot, dry air, e.g. oven • bake – food (usually vegetables, fish, bread, or pastries) placed in hot, dry air, e.g. oven • broil – food exposed to direct source of high heat; commonly applies to steaks and chops • charbroil – food placed on open grid over charcoal, electric or gas element • grill – food placed on solid, flat surface called griddle • pan broil – food broiled in sauté pan or skillet b) moist-heat cooking: • poach – food placed in small amount of hot, not boiling liquid • simmer – food placed in lightly boiling liquid • boil – food placed in rapidly boiling liquid • steam – food exposed to vapour of boiling water • braise – food placed in small amount of liquid, covered, and exposed to hot dry air; method usually used after meat has been lightly browned c) dry-heat cooking using fat: • pan fry – food placed in pan with moderate amount of fat and cooked over medium heat • deep fry – food submerged in hot fat • sauté – similar to pan frying but takes less time and requires less fat

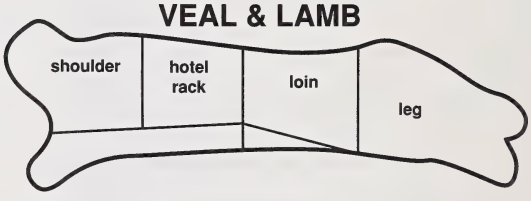
ALBERTA TOURISM EDUCATION COUNCIL

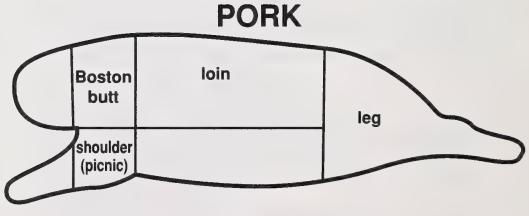
CORE	SPECIFIC	SKILL 1: IDENTIFY FOOD PRODUCTS AND PREPARATION METHODS	KNOWLEDGE	PERFORMANCE	STANDARD
		The participant must:			The participant will:
●		1.2 describe beef, veal, lamb and pork wholesale cuts	●		describe beef, veal, lamb, and pork wholesale cuts: a) beef wholesale cuts (primary divisions of front and hind of animal): • chuck or shoulder – less tender cut from front quarter; common retail cut (cut up and trimmed wholesale cut) is pot roast • rib – very tender cut from front quarter; common retail cuts are prime rib roast, short ribs, rib steak and rib eye • short loin – very tender and choice cut from hind quarter; common retail cuts are club or wing steak, T-bone steak, porterhouse, tenderloin (includes tournedos, filet mignon, chateaubriand), strip loin (New York steak) • sirloin butt – one of most tender and choice cuts from hind quarter; common retail cuts are sirloin roast, tenderloin (tournedos, filet mignon, chateaubriand), top sirloin • round or leg – medium-tender cut from hind quarter; common retail cuts include top round, bottom round, sirloin tip b) lamb and veal wholesale cuts: • shoulder – can be tough or very tender cut from front quarter; common retail cuts are shoulder roast, shoulder chop • hotel rack – very tender rib cut from front quarter common retail cuts are rib roast (rack), rib chops • loin – most tender cut from hind quarter; common retail cuts are loin roast, loin chops • leg – medium to very tender cut from hind quarter; common retail cuts are leg roasts, leg chops, leg cutlets c) pork wholesale cuts: • shoulder (picnic) – least tender cut from front quarter; common retail cut is sausages • Boston butt – medium tender cut from front quarter; common retail cuts are shoulder roasts, sausages • loin – most tender cut from hind quarter; common retail cuts are loin roast,

F. MENU KNOWLEDGE

CORE	SPECIFIC	SKILL 1: IDENTIFY FOOD PRODUCTS AND PREPARATION METHODS	KNOWLEDGE	PERFORMANCE	STANDARD
		The participant must:			The participant will:
		1.2 cont'd.			loin and rib chops, Canadian-style bacon • leg – medium tender cut from hind quarter; retail cut is ham
●		1.3 describe beef, veal, lamb, and pork serving cuts	●		describe beef, veal, lamb, and pork serving cuts: a) beef serving cuts (ready to cook): • prime rib roast – large round meat cut edged with small row of ribs • short ribs – long flat row of attached rib bones which are short in length • rib steak – weighs approximately 227 - 284 g (8 - 10 oz) with bone • club or wing steak – similar in size to rib steak but has less gristle • porterhouse steak – has T-shaped bone; tenderloin has minimum







CORE

SPECIFIC

SKILL 1: IDENTIFY FOOD PRODUCTS AND PREPARATION METHODS

The participant must:

1.3 cont'd.

KNOWLEDGE

PERFORMANCE

STANDARD

The participant will:

diameter of 5 cm (2 in)
- T-bone steak – has T-shaped bone similar to porterhouse steak but with smaller amount of tenderloin
- tenderloin – trimmed weight is 1.61 - 2.72 kg (4 - 6 lbs); untrimmed weight is 2.72 - 3.62 kg (6 - 8 lbs); long and thin, contains almost no fat
- filet mignon – cut from tenderloin; contains almost no fat
- chateaubriand – varies in size from two to five person portions; almost no fat
- strip loin – boned short loin weighing 5.44 - 6.14 kg (12 - 14 lbs)
- New York steak – boneless cut; small strip of fat
- sirloin roast – round cut containing small amount of fat
- top sirloin – boneless; kidney-shaped; somewhat lean
- top round, bottom round – contains considerable amount of fat
- Salisbury steak – oval-shaped portion of compressed ground beef containing considerable amount of fat (not an actual cut)
- Swiss steak – tenderized stewing beef browned and served with onions and gravy (not an actual cut)
- rib eye – trimmed boneless rib steak

b) veal serving cuts:
- cutlet – oblong shape; boneless cut
- rib chop – has T-shaped bone; meat attached along one side
- loin chop – has T-shaped bone; thicker portion of meat than rib chop, attached on both sides of bone

c) lamb serving cuts:
- rib roast (rack) – uncut series of ribs
- rib chop – has T-shaped bone; meat attached along one side
- loin chop – has T-shaped bone; thicker portion of meat than rib chop; meat attached on both sides of bone
- leg roast – large cut; wide on one end narrowing in a conical shape
- cutlet – boneless, triangular cut

d) pork serving cuts:
- sausage meat – pink meat with flecks

F. MENU KNOWLEDGE

CORE	SPECIFIC	SKILL 1: IDENTIFY FOOD PRODUCTS AND PREPARATION METHODS	KNOWLEDGE	PERFORMANCE	STANDARD
		The participant must:			The participant will:
		1.3 cont'd.			of fat (not an actual cut) • loin roast – long, boneless cut • loin chop – T-shaped bone; fat along one side • Canadian-style bacon – usually cut in round shape; pink meat • ham – conical shape; pink meat
●		1.4 describe cooking methods for wholesale meat cuts	●		describe cooking methods for wholesale meat cuts: a) rib and loin cuts: • beef and lamb – commonly cooked rare to medium by roasting, broiling, or grilling • pork – commonly well-done and braised to preserve juices • veal – commonly cooked medium to well by braising b) leg or round cuts: • veal, lamb and pork – often roasted because is attractive when sliced • beef – often braised or roasted c) chuck or shoulder cuts: • beef – often braised • veal, lamb and pork – often braised but tender enough to be roasted or cut into chops for broiling
●		1.5 describe domestic poultry by appearance, fat content, tenderness and taste	●		describe domestic poultry by appearance, fat content, tenderness and taste: a) chicken: • cornish game hen – smallest breed of chicken; lean; very tender; delicate flavour • broiler or fryer – young chicken with smooth skin; lean; tender; mild flavour • roaster – young chicken with smooth skin; lean; tender; mild flavour b) turkey – large bird; lean; tender; mild flavour c) duck – small bird with dark meat; high fat content; firm; strong 'gamey' taste d) goose – large bird; high fat content; strong gamey taste (similar to duck) e) guinea-fowl – domestic relative of pheasant; lean; tender; gamey taste f) pheasant – small bird with dark meat; lean; firm; strong flavour

ALBERTA TOURISM EDUCATION COUNCIL

CORE	SPECIFIC	SKILL 1: IDENTIFY FOOD PRODUCTS AND PREPARATION METHODS	KNOWLEDGE	PERFORMANCE	STANDARD
		The participant must:			The participant will:
●		1.6 describe saltwater and freshwater fish by appearance, texture, fat content and taste	●		describe saltwater and freshwater fish by appearance, texture, fat content and taste: a) saltwater: • flounder – white flesh; fine flakes; lean; mild and sweet flavour • sole – white flesh; soft; lean; mild flavour • halibut – white flesh; large flakes; lean; delicate flavour • cod – white flesh; large flakes; lean; delicate flavour • haddock – white flesh, similar to cod but smaller; large flakes; lean; delicate flavour • bluefish – blue flesh when raw, grey when cooked; soft; fatty; delicate flavour • turbot – large, broad with white flesh; firm; lean; delicate • red snapper – red skin, white flesh with large, coarse bones; firm, large flakes; lean; sweet taste • salmon – pink to red flesh; meaty; fatty; strong flavour • mackerel – slightly dark colour; firm; fatty; strong flavour • tuna – light pink; meaty; fatty; medium flavour • swordfish – large, white flesh; dense and meaty; fatty; strong flavour • bass – white flesh; firm with large flakes; lean; delicate flavour • shark – white flesh; meaty and flaky; lean; medium flavour • orange roughy – white flesh; soft; lean; mild flavour b) freshwater: • perch – white flesh; firm and fine-grained; lean; mild flavour • pike – white, bone-filled flesh; firm texture, similar to perch; lean; mild flavour • catfish – no scales, white flesh; flaky; fatty; sweet taste • trout – white, pink or red flesh; soft, fine texture; fatty; rich and delicate flavour

CORE	SPECIFIC	SKILL 1: IDENTIFY FOOD PRODUCTS AND PREPARATION METHODS	KNOWLEDGE	PERFORMANCE	STANDARD
		The participant must:			The participant will:
●		1.7 describe fish cuts	●		describe fish cuts: a) whole – as caught, intact b) drawn – viscera removed c) dressed – viscera, head, tail, scales and fins removed d) fillet – boneless portion cut from side of fish, with or without skin e) butterfly fillet – both sides of fish are still joined but deboned f) steak – cross-section slice containing section of backbone g) stick – cross-section piece of fillet
●		1.8 describe cooking methods for fish	●		describe cooking methods for fish: a) high-fat fish: • dry heat methods – broil or bake to eliminate excessive oil • moist heat methods – poach to preserve moisture • dry heat methods with fat – smaller fish may be pan fried, e.g. trout (large and strong flavoured varieties are rarely cooked in fat, e.g. salmon, bluefish) b) low-fat fish: • dry heat methods – baste generously with butter or oil when broiling or baking • moist heat methods – poach to preserve moisture • dry heat methods with fat – fry or sauté to preserve moisture

CORE	SPECIFIC	SKILL 1: IDENTIFY FOOD PRODUCTS AND PREPARATION METHODS	KNOWLEDGE	PERFORMANCE	STANDARD
		The participant must:			The participant will:
●		1.9 describe shellfish by type, appearance and texture	●		describe shellfish by type, appearance and texture: a) mollusk (soft-fleshed animal usually living inside pair of hard hinged shells): • clam – firm-fleshed with hard or soft shell; examples of hard-shell clams: – littlenecks (smallest and most tender) – cherrystones (medium-sized and tougher than littlenecks) – chowders (largest and least tender) • oyster – rough, irregular shells; bottom shell slightly bowl shaped and top shell flat; flesh contains high percentage of water and is very soft • mussel – oblong, dark blue or black shell with soft, yellow flesh • scallop – soft, white flesh of which usually only creamy-white adductor is eaten; two types are bay (small, most tender) and sea b) crustaceans (sea animals with segmented shells and jointed legs; most have soft flesh): • lobster – large tail, four pairs of legs and two large claws; dark green shells turn red when cooked; firm white meat which is red on outside • shrimp – look like tiny, clawless lobsters; flesh is soft and pink when cooked; prawns are large shrimp • crab – watery, stringy pink and white flesh; hard and soft-shelled species

CORE	SPECIFIC	SKILL 1: IDENTIFY FOOD PRODUCTS AND PREPARATION METHODS	KNOWLEDGE	PERFORMANCE	STANDARD
		The participant must:			The participant will:
●		1.10 describe preparation of shellfish	●		describe preparation of shellfish: a) clams: • ensure shell is closed, indicating clam is alive • to clean, soak in salt brine, rinse with water and scrub thoroughly before opening • cook in oven or steam just until shells open, discarding any which do not open • to open, slip knife between shells, slide against top shell to cut adductor muscle and separate shells; detach meat from shells if necessary b) oysters: • ensure shell is closed, indicating oyster is alive • to clean, soak in salt brine, rinse with water and scrub thoroughly before opening • cook in oven or steam just until shells open, discarding any which do not open • to open, slip knife between shells near hinge and twist; slide knife against top shell to cut adductor muscle and separate shells; detach meat from shells c) mussels: • ensure shell is closed or closes when handled, indicating mussel is alive • discard shells which are light (hollow) or heavy (full of sand) • to clean, scrub under cold water and scrape off barnacles; remove protruding appendage • cook in steam just until shells open, discarding any which do not open • to open, slip knife between shells, being careful not to pierce meat, and twist d) scallops: • check for freshness (indicated by sweet aroma) • shuck scallop (remove shell) before cooking, using knife to break hinge; trim and wash adductor muscle • although uncommon, if serving scallop in shell; scrub thoroughly, cook in oven with deep shell down until open

CORE	SPECIFIC	SKILL 1: IDENTIFY FOOD PRODUCTS AND PREPARATION METHODS	KNOWLEDGE	PERFORMANCE	STANDARD
		The participant must:			The participant will:
		1.10 cont'd.			• sauté, deep fry, broil or poach e) lobster: • keep alive until cooked or meat will fall apart • to kill, place lobster head first into boiling water • use knife to split down centre, crack back shell and break apart pieces of shell; discard insides not to be eaten • cook whole or cut-up lobster by simmering in sauce, water, bouillon or soup, or sauté, bake or broil f) shrimp: • check for freshness (indicated by sweet aroma) • peel before cooking, if serving hot; peel after cooking if serving cold – pull off legs and tail (tail is sometimes left intact) – peel shell off – make shallow cut down back of shrimp with knife and remove vein • deep-fry, sauté, simmer, broil or bake g) crab: • keep alive until cooked; often purchased pre-cooked or frozen • simmer or boil fresh crab • discard pointed shell and stomach • crack legs and claws and pick meat
●		1.11 describe other common seafood by appearance and texture	●		describe other common seafood by appearance and texture: a) squid – considered mollusks, although have no shell; six tentacles; chewy b) octopus – considered mollusks, although have no shell; eight tentacles; chewy c) escargot – dark, single-shelled mollusk; slightly chewy; firm d) frogs' legs – only hind legs are served; similar in texture to chicken

CORE	SPECIFIC	SKILL 1: IDENTIFY FOOD PRODUCTS AND PREPARATION METHODS	KNOWLEDGE	PERFORMANCE	STANDARD
		The participant must:			The participant will:
●		1.12 describe exotic vegetables by appearance, flavour and texture	●		describe exotic vegetables by appearance, flavour and texture: a) globe artichoke – green, round, tight leaves; heavy for size; mild flavour; pulpy; heart most tender part b) asparagus – green; tightly closed tips; firm stalks; mild flavour; soft c) eggplant – shiny, dark purple; heavy; mild flavour; firm and fibrous d) kohlrabi – uniform light green or cream coloured; 5 - 7.5 cm (2 - 3 in) in diameter; mild flavour; crunchy e) leeks – green leaves; white end 5 - 7.5 cm (2 - 3 in) in diameter; very mild onion flavour; crisp f) okra – uniform green; ridged, white seeds; mild flavour; tender pods; sometimes referred to as 'Lady Finger' g) watercress – bright green; leafy; high water content; mild flavour; crunchy
●		1.13 describe exotic fruits by appearance, texture, flavour and common use	●		describe exotic fruits by appearance, texture, flavour and common use: a) avocado – two types: one with rough, green skin which is dark when ripened, and a smoother-skinned type which stays green; both are heavy for size and contain large brown seed; rich taste; used in salads and guacamole b) kiwi fruit – fuzzy exterior; soft, juicy, bright green interior with black seeds; tangy taste; used for decoration and in fruit salads c) kumquat – similar in appearance to orange except has rough exterior; size of plum; sweet rind, acid pulp; used in preserves d) mango – yellow, round, plump and firm with large brown seed; sweet taste; used in fruit salad or eaten as is e) papaya – skin is green, yellow when ripe; oblong and contains black seeds; sweet taste; used in fruit salads or eaten as is f) pomegranate – thick-skinned, multi-celled berry with many seeds surrounding red pulp; strong and tangy taste; used for decoration and as main ingredient of grenadine g) lychee – brown outer skin with pulpy white flesh; one large seed; sweet taste; used for dessert on its own or with ice cream

CORE	SPECIFIC	SKILL 1: IDENTIFY FOOD PRODUCTS AND PREPARATION METHODS	KNOWLEDGE	PERFORMANCE	STANDARD
		The participant must:			The participant will:
●		1.14 describe pastas by appearance and common use	●		describe pastas by appearance and common use: a) bow-ties – bow-tie shape; used with sauces containing meat or vegetables b) conchiglie – shell shape; used with seafood, meat sauces and salads c) macaroni – long tubes; used with full-flavoured meat sauces d) elbow macaroni – short, bent tubes; used in salads and casseroles e) fettucini – broad, flat egg noodles; used with meat sauce and rich cream sauces f) fusilli – corkscrew shape; used with thick, creamy sauces or pasta salad g) lasagna – wide, flat noodles often with rippled edges; baked with meat or vegetable and/or cheese fillings h) linguini – flattened spaghetti; often served with clam sauce i) manicotti – large tubes often with ridges; stuffed with cheese or meat j) penne – diagonally cut tubes, sometimes ridged; baked with meat sauce or tomato sauce and cheese or cooked fresh with tomato sauce k) ziti – short, straight tubes; baked with meat sauce or tomato sauce and cheese or cooked fresh with tomato sauce l) rigatoni – large, ridged tubes; baked with meat sauce or tomato sauce and cheese or cooked fresh with tomato sauce m) spaghetti – long and round; used with a variety of sauces, especially seafood and olive oil n) vermicelli – very thin; used with light sauces or broken into soups
●		1.15 describe herbs, spices and other condiments by taste and common use	●		describe herbs, spices and other condiments by taste and common use: a) herbs: • basil – aromatic, mild taste; used in tomato dishes and Italian cooking • chives – mild onion taste; used in salads, soups, egg and cheese dishes • dill – sharp, tangy taste; used in salads, cheese dishes, fish sauces, dips and when pickling

CORE | SPECIFIC | KNOWLEDGE | PERFORMANCE

SKILL 1: IDENTIFY FOOD PRODUCTS AND PREPARATION METHODS

The participant must:

1.15 cont'd.

STANDARD

The participant will:

- garlic – strong, pungent taste; used in wide range of foods
- marjoram – mild, slight minty taste; used in sauces and with braised meats
- mint – cool, refreshing taste; used with lamb, braised meats, poultry and in soups
- oregano – pungent taste; used in tomato dishes and Italian cooking
- parsley – sweet, mild taste; used often as garnish
- rosemary – aromatic, mild taste; used with lamb, braised meats, poultry and in soups
- sage – pungent, musty taste; used with pork, poultry and tomatoes
- tarragon – slight licorice taste; used in Bearnaise sauce and tarragon vinegar
- thyme – aromatic, mild taste; used in soups and sauces and with meats and poultry

b) spices:

- allspice – blend of cinnamon and cloves; used with braised meats, fish and in desserts
- anise seeds – licorice taste; used in desserts and some Italian dishes
- caraway seeds – pungent taste; used in rye bread, cabbage dishes and with pork
- cayenne – very hot peppery taste; used in sauces and soups and with meat, fish and eggs
- celery seed – strong celery taste; used in salads and salad dressings
- chili powder – hot, slightly cumin taste; used in Mexican dishes
- cinnamon – strong, sweet taste; used in pastries, breads, desserts and with ham
- cloves – pungent, slightly hot taste; used in stocks, sauces, desserts, hot drinks and with braised meats
- coriander – sweet, somewhat musty taste; used when pickling and in pork dishes and seafood sauces
- cumin seed – pungent, curry taste; used in meat, egg, cheese and curry dishes

CORE | SPECIFIC

SKILL 1: IDENTIFY FOOD PRODUCTS AND PREPARATION METHODS

The participant must:

1.15 cont'd.

KNOWLEDGE | PERFORMANCE

STANDARD

The participant will:

- curry powder – mixture of spices with strong cumin taste; used in meat curries and with vegetables and fish
- fennel – licorice taste; used in tomato dishes and Italian cooking
- ginger – strong, hot, sweet taste; used in desserts and Oriental dishes
- juniper berries – pine, gin taste; used with game
- nutmeg – sweet, aromatic taste; used in soups, sauces, meat dishes and desserts
- paprika – slightly hot pepper taste; used as garnish and in Hungarian dishes
- pepper (black and white) – pungent, hot taste; used in wide range of dishes
- saffron – medicinal flavour; used in rice, poultry and seafood dishes

c) other condiments:

- black olives – salty, oily, somewhat bitter taste; used as garnish
- capers – strong vinegar taste; used in salads, sauces and as garnish for seafood
- Dijon mustard – hot, slight wine taste; used in sauces, dressings and with meat
- green olives – sour taste; used as garnish
- lemon and lime – very sour taste; used in sauces, dressings, and as garnish
- mustard seed – pungent, hot taste; used in sauces, dressings and with meat
- sour cream – rich, tangy taste; used as garnish and in salad dressings, soups and sauces
- yogurt – sour taste; used with fruits and in desserts, salad dressings and sauces

F. MENU KNOWLEDGE

CORE	SPECIFIC	SKILL 1: IDENTIFY FOOD PRODUCTS AND PREPARATION METHODS	KNOWLEDGE	PERFORMANCE	STANDARD
		The participant must:			The participant will:
●		1.16 describe major categories of cheese	●		describe major categories of cheese: a) soft, unripened: • soft; white; freshly made and ready for immediate use • high moisture content b) semisoft, ripened: • range from bland when young to full-flavoured when aged • medium to high moisture content c) soft, ripened: • ripen from surface inward • firm with little flavour when young; softening and developing more flavour with age • high moisture content d) hard, ripened: • cured with bacteria • low moisture content e) blue-veined: • semi-soft cheese pierced and marbled with mould • made from sheep's milk • medium to high moisture content f) hard grating: • made from sheep's milk in Italy and cow's milk in North America • grainy texture • very low moisture content
●		1.17 describe types of cheese by appearance, texture, taste, common use and country of origin	●		describe cheese by type, appearance, texture, taste, common use and country of origin: a) soft, unripened cheese: • cottage cheese – white, moist, loose-curd; creamy; mild taste; accompaniment for salads, especially fruit salad; originated in United States • cream cheese – white; smooth; mild taste, high in fat; used in sandwiches, hors d'oeuvres and baking; originated in United States • mozzarella – white; soft; stringy texture; mild taste; used in pizzas and casseroles; originated in Italy • ricotta – white; smooth and moist; sweet taste; used in lasagna and other Italian cuisine; originated in Italy

CORE | SPECIFIC

SKILL 1: IDENTIFY FOOD PRODUCTS AND PREPARATION METHODS

KNOWLEDGE | PERFORMANCE

The participant must:

1.17 cont'd.

STANDARD

The participant will:

b) semisoft, ripened cheese:
- brick – white or light colour; medium soft; mild taste; used for hors d'oeuvres or as dessert; originated in United States
- butter cheese – light colour; medium soft; mild, buttery taste; used for hors d'oeuvres or as dessert; originated in United States
- Munster – creamy white colour; medium soft; mild taste; used for hors d'oeuvres or as dessert; originated in United States
- Port Salut – small, round, white cheese in red rind; mild taste; creamy; used for hors d'oeuvres or as dessert; originated in France

c) soft, ripened cheese:
- Brie – flat, round shape with white or yellow crust; creamy; mild taste; used for hors d'oeuvres or as dessert; originated in France
- Camembert – flat, round shape; white or yellowish crust; creamy; mild, almond taste; used for hors d'oeuvres or as dessert; originated in France
- Limburger – smooth; soft; pungent taste; used as dessert cheese; originated in Belgium

d) hard, ripened cheese:
- cheddar – light yellow to orange; hard; crumbly when aged; mild to sharp taste depending on age; eaten as is and used in wide range of dishes; originated in England and United States
- Colby – light yellow to orange; soft; mild taste; eaten as is and used in wide range of dishes; originated in England
- Edam – cream coloured with yellow or red wax rind; hard; mellow nutty taste; used as dessert cheese or on buffet platters; originated in Holland
- Gouda – yellow or red wax rind; hard; mellow nutty taste; used as dessert cheese or in buffet platters; originated in Holland
- Gruyère – cream colour, with small holes; firm; slightly rubbery; sharp, nutty taste; used in soufflés, sauces,

F. MENU KNOWLEDGE

CORE	SPECIFIC	SKILL 1: IDENTIFY FOOD PRODUCTS AND PREPARATION METHODS	KNOWLEDGE	PERFORMANCE	STANDARD
		The participant must:			The participant will:
		1.17 cont'd.			fondues and gratins; originated in Switzerland • Oka – greyish white with light brown rind; rubbery; pungent taste; used as dessert cheese; originated in Canada • provolone – white; soft, stringy; mild to sharp taste depending on age; used in Italian dishes; originated in Italy • Swiss – cream colour, with small holes; firm; slightly rubbery; sharp taste; used in soufflés, sauces, fondues and gratins; originated in Switzerland e) blue-veined cheese: • Gorgonzola – cream colour, speckled with blue; soft; creamy; strong pungent taste; used as dessert cheese; originated in Italy • Roquefort – cream colour, speckled with blue; soft; strong flavour; used in salad dressings and as an hors d'oeuvre • Stilton – cream colour with blue streaks; firm; strong smooth flavour; used as dessert cheese; originated in England f) hard grating: • Parmesan – grey; grainy; strong taste; usually grated in pasta and other Italian dishes; originated in Italy • Romano – grey; grainy; strong and salty; usually grated in Italian dishes; originated in Italy
●		1.18 outline preparation methods of basic stocks	●		outline preparation methods of basic stocks: a) white stock: • cut veal and/or beef bones (chicken or pork bones can be added in small quantities) into 7.5 - 10 cm (3 - 4 in) pieces • rinse bones in cold water to remove impurities • put bones in stock pot and cover with cold water • bring water to boil; reduce heat to simmer and skim surface as necessary • add herbs, spices and mirepoix (mixture of cut vegetables, herbs and spices; used for flavouring)

CORE | SPECIFIC | KNOWLEDGE | PERFORMANCE

SKILL 1: IDENTIFY FOOD PRODUCTS AND PREPARATION METHODS

The participant must:

1.18 cont'd.

STANDARD

The participant will:

- maintain simmer until surface no longer requires skimming
- strain stock through several layers of cheesecloth
- place pot in cold water
- refrigerate in covered containers

b) brown stock:
- cut veal and/or beef bones into 7.5 - 10 cm (3 - 4 in) pieces
- place bones in roasting pan and brown well in oven
- place bones in stock pot; cover with cold water and bring to simmer
- drain fat from roasting pan
- add water to roasting pan, stir to loosen drippings and then add to stock pot
- place mirepoix in roasting pan with reserved fat and brown in oven
- skim surface and strain stock through several layers of cheesecloth when water in stock pot is at simmer
- maintain simmer until surface no longer requires skimming
- place pot in cold water
- refrigerate in covered containers

c) fish stock:
- place mirepoix in bottom of buttered stock pot, place fish bones over top and cover with brown paper
- cook over low heat until bones are opaque and begin to produce juice
- add wine, bring to simmer, then add water to cover bones; add sachet (cheesecloth bag containing mixture of herbs and spices)
- bring to simmer again; skim surface as necessary; allow to simmer for 30 to 35 minutes
- strain stock through several layers of cheesecloth
- place pot in cold water
- refrigerate in covered containers

F. MENU KNOWLEDGE

CORE	SPECIFIC	SKILL 1: IDENTIFY FOOD PRODUCTS AND PREPARATION METHODS	KNOWLEDGE	PERFORMANCE	STANDARD
		The participant must:			The participant will:
●		1.19 describe types of soup	●		describe types of soup: a) clear soups: • bouillon and broth – simple, clear soups rich in flavour, containing no solid ingredients • vegetable – seasoned broth, vegetables and occasionally meat or poultry products • consommé – flavourful, concentrated stock, clarified to make transparent b) thick soups: • cream – thickened with beurre manié, roux (clarified butter and bread flour), liaison (egg yolks, heavy cream) or other thickening agents, with milk or cream added • purée – made from dried legumes or starchy vegetables, e.g. potatoes • bisque – made from shellfish; almost always contain cream • chowders – made from seafood and/or vegetables; usually contain milk • potage – general term for soup; usually thick, hearty soup
●		1.20 list major ingredients of sauces	●		list major ingredients of sauces: a) white sauces: • Béchamel – roux, milk, onion, whole clove, bay leaf, salt, nutmeg, white pepper • cream – Béchamel Sauce, heavy cream • Mornay – Béchamel Sauce, raw butter, Gruyère and Parmesan cheese • cheddar cheese – Béchamel Sauce, cheddar cheese, dry mustard, Worcestershire sauce • veal velouté – roux, veal stock • Allemande – veal velouté, liaison, lemon juice, salt, white pepper • chicken velouté – roux, chicken stock • suprême – chicken velouté, heavy cream, butter, salt, white pepper, lemon juice • fish velouté – roux, fish fumet • white wine sauce – dry white wine, fish velouté, heavy cream, butter, salt, white pepper, lemon juice

CORE	SPECIFIC	SKILL 1: IDENTIFY FOOD PRODUCTS AND PREPARATION METHODS	KNOWLEDGE	PERFORMANCE
		The participant must:		
		1.20 cont'd.		

STANDARD

The participant will:

- Normandy – fish velouté, liquid reserved from cooked mushrooms, oyster liquor or fish fumet, liaison, raw butter

b) brown sauces:
- brown sauce – mirepoix, butter, bread flour, brown stock, tomato purée, sachet (containing bay leaf, thyme, parsley stems)
- Fond Lié – brown stock, cornstarch or arrowroot
- demi-glaze – brown stock, brown sauce
- Bordelaise – demi-glaze, dry red wine, shallots, peppercorns, thyme, bay leaf
- Chasseur – demi-glaze, sliced mushrooms, shallots, white wine, tomato
- Madeira – demi-glaze, Madeira wine
- Piquant – demi-glaze, shallots, wine vinegar, white wine, capers, sour pickles, parsley, tarragon
- Lyonnaise – demi-glaze, onion, white wine vinegar
- peppercorn – demi-glaze, peppercorns

c) red sauces:
- tomato sauce – roux, salt pork, butter, onion, carrots, celery, white stock, canned tomatoes and canned tomato purée, sachet (containing bay leaf, garlic, thyme, clove, crushed peppercorns), salt, sugar
- Creole – tomato sauce, onion, celery, green pepper, garlic
- Portuguese – tomato sauce, onion, tomato concassé (coarsely chopped tomato), garlic
- Spanish – tomato sauce, onion, green pepper, garlic, mushrooms

d) butter sauces:
- Hollandaise – butter, crushed peppercorns, salt, white or wine vinegar, water, egg yolks, lemon juice, cayenne
- Bearnaise – butter, shallots, white wine vinegar, peppercorns, salt, cayenne, egg yolks, lemon juice, parsley, tarragon

e) other sauces:
- sour cream sauce – onions, butter, dry white wine, sour cream, lemon juice, cayenne, salt, white pepper

CORE	SPECIFIC	SKILL 1: IDENTIFY FOOD PRODUCTS AND PREPARATION METHODS	KNOWLEDGE	PERFORMANCE	STANDARD
		The participant must:			The participant will:
		1.20 cont'd.			• applesauce – apples, sugar, lemon juice • barbecue sauce – tomato purée, water, Worcestershire sauce, cider vinegar, vegetable oil, onion, garlic, sugar, dry mustard, chili powder, pepper, salt • sweet and sour sauce – chicken stock, cornstarch, sugar, soy sauce, green or red pepper, onion, red wine vinegar, ginger, salt, white pepper • tartar sauce – dill pickles or sour gherkins, onions, capers, mayonnaise, parsley • horse-radish sauce – heavy cream, horse-radish, salt • cocktail sauce – ketchup, chili sauce, horse-radish • pan gravy – pan drippings, roux, stock or water, sometimes milk or cream • orange sauce – brown sauce or Fond Lié, oranges, lemon juice, sugar, white or wine vinegar
●		1.21 outline preparation methods for foundation sauces	●		outline preparation methods for foundation sauces: a) white sauces: • Béchamel: – heat butter over low heat; add flour and stir to make roux; cool slightly – scald milk and slowly add to roux, beating constantly – stir while bringing sauce to boil; reduce to simmer – add bay leaf, onion, and clove; stir; simmer at least 15 minutes – add hot milk to thin, if necessary – season lightly with salt, nutmeg and white pepper – strain through cheesecloth; add melted butter to prevent formation of skin – keep hot if serving or cool for later use • velouté: – heat butter over low heat; add flour and stir to make roux – slowly add hot stock to roux; bring to boil and reduce to simmer – simmer slowly for one hour, stirring and skimming surface as necessary

CORE | SPECIFIC | KNOWLEDGE | PERFORMANCE

SKILL 1: IDENTIFY FOOD PRODUCTS AND PREPARATION METHODS

The participant must:

1.21 cont'd.

STANDARD

The participant will:

- strain through cheesecloth and add melted butter to prevent formation of skin
- keep hot if serving or cool for later use

b) brown sauce:
- demi-glaze:
  - combine brown sauce and brown stock; simmer until reduced by half
  - strain through cheesecloth; cover and keep hot if serving or cool for later use

c) red sauce:
- tomato:
  - sauté salt pork in butter; add onion, carrot and celery and sauté until vegetables are soft
  - add flour and stir to make roux; cook until slightly browned
  - add stock slowly and bring to boil; add tomatoes and tomato purée; bring to boil then reduce heat to simmer
  - add sachet; simmer until sauce has desired consistency (approximately 1 - 1 1/2 hours)
  - remove sachet; strain sauce through cheesecloth; season with salt and sugar
  - keep hot if serving or cool for later use

d) butter sauces:
- Hollandaise:
  - combine crushed peppercorns, vinegar (white or wine) and salt in pan and condense until nearly dry
  - remove from heat, add cold water and transfer to stainless steel bowl
  - add egg yolks, place bowl over hot water bath and beat until creamy
  - remove bowl from hot water bath and very slowly beat in warm clarified butter; add lemon juice to thin and to taste; season with salt and cayenne
  - strain through cheesecloth
  - keep hot if serving or cool for later use
- Bearnaise:
  - combine vinegar, tarragon, pepper-

CORE	SPECIFIC	SKILL 1: IDENTIFY FOOD PRODUCTS AND PREPARATION METHODS	KNOWLEDGE	PERFORMANCE	STANDARD
		The participant must:			The participant will:
		1.21 cont'd.			corns and shallots in saucepan; reduce by about 3/4 s – remove from heat, cool slightly and transfer to stainless steel bowl – add egg yolks, place bowl over hot water bath and beat until creamy – remove bowl from hot water bath and very slowly beat in warm, clarified butter; add lemon juice to thin if necessary – strain sauce through cheesecloth; season with lemon juice, salt, cayenne, parsley and tarragon; keep warm
●		1.22 describe caviar	●		describe caviar: a) fish roe, primarily from sturgeon, e.g. beluga, royal, caspian sturgeons b) delicacy commonly eaten as an appetizer c) quality is high if caviar is: • firm, shiny and translucent • not broken nor bruised • not oily nor fishy smelling • buttery, easy to spread
●		1.23 follow guidelines for setting up and maintaining buffet	●		outline guidelines for setting up buffet: a) create attractive overall appearance: • use variety of colours • arrange display for visual depth • ensure containers are kept full • allow adequate spacing between items • ensure consistent theme or style throughout • display food in simple arrangements b) place cold items before hot c) place complementary sauces next to appropriate food items d) place less expensive food items before or in front of more expensive food items e) place desserts on separate table f) place plates at beginning and silverware at end
				●	follow guidelines for setting up buffet, with consideration of house policy

ALBERTA TOURISM EDUCATION COUNCIL

CORE	SPECIFIC	SKILL 2: PROVIDE TABLESIDE FOOD SERVICE	KNOWLEDGE	PERFORMANCE	STANDARD
		The participant must:			The participant will:
●		2.1 use meat carving techniques	●		outline meat carving techniques: a) leg roast: • place leg roast on clean cutting board • hold shank with clean serviette • make vertical cut to bone; 2 cm (1 inch) from end of shank meat • cut thin slices on angle starting at top of roast, moving knife toward shank with long, smooth strokes • turn roast over and repeat procedure when top side is depleted b) chateaubriand: • place meat on clean cutting board • hold meat in place with fork • slice meat across grain c) rack of lamb: • place meat on clean cutting board • hold meat in place with fork • slice between each rib
				●	use meat carving techniques, with consideration of house policy
●		2.2 follow meat presentation procedure	●		outline meat presentation procedure: a) show uncut meat to customer b) place meat on cutting board or hot plate c) carve meat d) arrange meat with vegetables on serving plate e) suggest and offer sauce(s), if applicable f) serve to customer g) return to offer second helping of meat or vegetables, when appropriate
				●	follow meat presentation procedure, with consideration of house policy

CORE	SPECIFIC	SKILL 2: PROVIDE TABLESIDE FOOD SERVICE	KNOWLEDGE	PERFORMANCE	STANDARD
		The participant must:			The participant will:
●		2.3 follow procedure for sole and trout presentation	●		outline procedure for sole and trout presentation: a) sole: • place necessary ingredients and equipment at tableside • present whole cooked fish to guest • heat small amount of butter in pan; place fish in pan to keep warm • skin fish by cutting through skin near tail and peeling toward head • remove head (just behind gills) and tail with thin-bladed, flexible knife • debone by cutting through to backbone along back from head to tail; with knife parallel to table, make long, horizontal cuts against backbone toward outer edge of fish; separate fillet from bone; repeat procedure for three remaining fillets; remove backbone and any visible bones • place fillets on warmed plate • place vegetables and garnish on plate and serve b) trout: • place necessary ingredients and equipment beside table • present whole cooked fish to guest • heat small amount of butter in pan; place fish in pan to keep warm • remove head (just behind gills) and tail with knife • debone by slicing along one side of backbone from head to tail; slice against bone and under flesh starting from head; ensuring flesh along curved rib bones is detached, turn fish over and repeat procedure; remove backbone and any visible bones • skin fish by cutting through skin near tail and peeling toward head • close fish and place on warmed plate • place vegetables and garnish on plate and serve
				●	follow procedure for sole and trout presentation

CORE	SPECIFIC	SKILL 2: PROVIDE TABLESIDE FOOD SERVICE	KNOWLEDGE	PERFORMANCE	STANDARD
		The participant must:			The participant will:
●		2.4 follow flambé safety guidelines	●		outline flambé safety guidelines: a) tuck in tie; pin back long hair; do not wear loose clothing b) ensure guéridon cart meets safety regulations c) position cart at comfortable distance from guest d) prepare food on non-flammable surfaces e) do not panic if spill occurs
				●	follow flambé safety guidelines, with consideration of house policy
●		2.5 follow flambé procedure	●		outline flambé procedure: a) ensure equipment for table service is ready and on guéridon cart b) obtain ingredients from kitchen c) heat cooking oil, if necessary d) add food in appropriate order e) flame food with alcohol f) allow flame to die g) place food on side plate h) cook required sauce i) place food back in sauce to warm j) arrange food on serving plate k) present plate to customer
				●	follow flambé procedure
●		2.6 outline preparation of flambé dishes	●		outline preparation of flambé dishes: a) pepper steak: • pound black peppercorns into steak • sauté steak until sealed • at table, place steak in pan with small amount of butter and cook to order • flambé with brandy • remove steak from pan • add demi-glaze and cream • season to taste • place steak back in sauce and serve b) Steak Diane: • season meat with paprika, salt and pepper at table • sauté meat in clarified butter and remove from pan • sauté mushrooms and shallots in garlic and place steak back in pan • flambé with brandy • remove steak from pan

F. MENU KNOWLEDGE

CORE	SPECIFIC	SKILL 2: PROVIDE TABLESIDE FOOD SERVICE	KNOWLEDGE	PERFORMANCE	STANDARD
		The participant must:			The participant will:
		2.6 cont'd.			• add demi-glaze, mustard, Worcestershire and cream; allow to simmer for a few minutes • place steak back in sauce and serve c) Baked Alaska: • scoop ice cream into rounded mould; pack and freeze • prepare sponge cake to size of mould (flat side) and about 1 cm (1/2 in.) thick • carefully place ice cream mould on to cake • cover with layer of meringue • bake until meringue turns golden • at table, flame with brandy and serve d) Crêpes Suzette: • at table, caramelize butter and sugar to make sauce • add lemon and orange juice and small amount of rind • bring to boil • coat crêpes in sauce and fold into triangles • flame with cognac and orange brandy liqueur and serve on hot plate e) cherries jubilee: • at table, caramelize butter and sugar to make sauce • place bing cherries in saucepan with cinnamon stick, orange and lemon zest and cinnamon stick • bring to boil • flame cherries with kirsch and orange brandy liqueur • remove orange and lemon zest and cinnamon stick • pour cherries over vanilla ice cream and serve
●		2.7 follow fondue safety guidelines	●		outline fondue safety guidelines: a) request that guest use caution when having fondue b) handle fondue equipment with care c) ensure fondue pot is stable and away from flammable material
				●	follow fondue safety guidelines, with consideration of house policy

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CORE	SPECIFIC	SKILL 2: PROVIDE TABLESIDE FOOD SERVICE	KNOWLEDGE	PERFORMANCE	STANDARD
		The participant must:			The participant will:
●		2.8 follow fondue procedure	●		outline fondue procedure: a) ensure equipment and ingredients are at table b) explain procedure for cooking food c) check fondue temperature periodically and adjust as necessary
				●	follow fondue procedure, with consideration of house policy
●		2.9 follow guidelines for presentation of caviar	●		outline guidelines for presentation of caviar: a) present unopened container to host b) return to kitchen, open container and place caviar on decorative plate or platter c) present caviar to host
				●	follow guidelines for presentation of caviar, with consideration of house policy
●		2.10 follow procedures for making salads	●		outline procedures for making salads: a) Caesar salad: • ensure equipment and ingredients are at table • rub bowl with garlic clove, then add salt • add anchovies, capers, vinegar, lemon juice, pepper, Worcestershire sauce, tabasco sauce, coddled egg (yolk only, if prefer) and oil, and mix well • add lettuce, bacon bits, parmesan and croutons, and toss lightly • place portion on chilled plate and serve b) spinach salad: • ensure equipment and ingredients are at table • make dressing by mixing lemon juice, salt, pepper, and half of chopped bacon in bowl • add spinach and toss lightly; add mushrooms • place portion on chilled plate; sprinkle with chopped egg and bacon • top with parsley, if desired c) Waldorf salad: • ensure equipment and ingredients are at table • combine apples and dressing in bowl • add celery and walnuts • place a lettuce leaf on each chilled plate

CORE	SPECIFIC	SKILL 2: PROVIDE TABLESIDE FOOD SERVICE	KNOWLEDGE	PERFORMANCE	STANDARD
		The participant must:			The participant will:
		2.10 cont'd.			• scoop one portion of salad on top of lettuce • garnish with chopped nuts, if desired
				●	follow procedures for making salads, with consideration of house policy
●		2.11 make special coffees	●		describe how to make special coffees: a) Spanish coffee: • warm glass over flame • rim glass with sugar • pour cognac into glass and flame • add coffee and top with whipped cream • pour coffee liqueur over top b) Irish coffee: • warm glass over flame • pour Irish whiskey liqueur into glass • add Demerara sugar, if desired • pour in coffee and stir • top with whipped cream and Irish whiskey liqueur; serve with wafer c) Coffee Diablo: • place coffee beans and cinnamon sticks into Coffee Diablo bowl • prepare lemon and orange peel, studding with whole cloves; place in bowl or hang from edge • heat and flame with cognac • add coffee and flame with orange brandy liqueur • fill demi-tasse using Diablo ladle d) Monte Cristo: • warm glass over flame • rim glass with sugar • pour in coffee and orange brandy liqueur and flame • add coffee; top with whipped cream
				●	make special coffees, with consideration of house policy

CORE	SPECIFIC	SKILL 2: PROVIDE TABLESIDE FOOD SERVICE	KNOWLEDGE	PERFORMANCE	STANDARD
		The participant must:			The participant will:
●		2.12 follow French, Russian or English service methods	●		outline French, Russian and English service methods: a) French service – pick up partially prepared food in kitchen and reheat or cook at table on guéridon b) Russian service – pick up prepared food in kitchen; display platter to customer's left; serve requested items and amounts with serving spoon and fork c) English service – pick up serving platters of fully cooked food from kitchen; place platter in front of host; after host carves and arranges meal on individual plate, deliver plate to guest at table
				●	follow French, Russian and English service methods, with consideration of house policy

F. MENU KNOWLEDGE

CORE	SPECIFIC	SKILL 3: KNOW WINE PRODUCTS	KNOWLEDGE	PERFORMANCE	STANDARD
		The participant must:			The participant will:
●		3.1 define wine	●		define wine: naturally fermented juice of ripe fruit, traditionally grapes, containing alcohol, acids and sugars
●		3.2 identify factors affecting grape characteristics	●		identify factors affecting grape characteristics: a) vine age b) grape variety c) climate: rainfall, sunshine, frost d) soil type: composition, moisture content, drainage e) viticulture: pruning, flowering, vine training, harvesting
●		3.3 identify conditions that produce a good vintage	●		identify conditions that produce a good vintage: all conditions for grape growing, e.g. climate and soil, are ideal and vinification (the wine-making process) is flawless
●		3.4 describe wine produced from common grape types	●		describe wine produced from common grape types: a) white grape types: • Chardonnay – dry wine of rich complexity; fresh, crisp, sometimes smoky; fruity bouquet; fair amount of acidity and body • Gewürztraminer – aromatic, herb-like, spicy; flowery flavour; soft, velvety, low acidity • Müller-Thurgau – pale, grape-scented; flowery bouquet • Palomino – pale, dry, refined; zestful bouquet; used in making sherry • Parellada – high acidity, fresh • Riesling – excellent sugar/acid balance; flowery in youth but matures to subtle oily scents and flavours • Sauvignon Blanc/Fumé Blanc – crisp, grassy aroma; pronounced acidity; clean, fresh • Sémillon – distinctive bouquet; lacks fruity acidity; makes soft dry wine and superb sweet wine • Sylvaner – low-keyed, mild, dry hock-style wine with low acidity

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CORE	SPECIFIC	SKILL 3: KNOW WINE PRODUCTS	KNOWLEDGE	PERFORMANCE	STANDARD
		The participant must:			The participant will:
		3.4 cont'd.			• Viura – high acidity; fresh and fragrant b) red grape types: • Cabernet Sauvignon – grape of great character; black currant-like, spicy, herb-flavoured and tannic; rich colour and aroma; wealth of bouquet • Cabernet Franc – dark red-black colour; intense, earthy • Carñiena – rich, full-bodied; low acidity; called Carigan in France • Gamay – light; fruity bouquet; low tannin and high acidity • Merlot – fragrant, rich; round, fleshy • Nebbiolo – deep, powerful, firm and rich; tannic when young • Pinot Noir – rich, velvety smooth; silky • Sangiovese – long-lasting; distinctive, dry, almost bitter finish • Syrah (Rhône valley)/Shiraz (Australia) – deep, firm, spicy, peppery, rich • Tempranillo – long-lived wines of some finesse and complexity; excellent quality • Zinfandel – increasingly popular; native to California; distinctive wine with brambleberry/jammy aroma and potential for aging
●		3.5 identify grape types used by major wine-producing regions	●		identify grape types used by major wine-producing regions: a) France: • Bordeaux – Cabernet Sauvignon, Merlot (Red); Sémillon, Sauvignon Blanc (White) • Burgundy – Pinot Noir (R); Chardonnay (W) • Beaujolais – Gamay (R) • Chablis – Chardonnay (W) • Champagne – Pinot Noir (R); Chardonnay (W) • Alsace – Riesling, Gewürztraminer (W) • Rhône – Syrah (R) b) Germany: • Mosel-Saar-Ruwer – Müller-Thurgau, Riesling (W) • Rheingau – Müller-Thurgau, Riesling, Sylvaner (W) • Rheinpfalz – Müller-Thurgau, Riesling, Kerner (W)

CORE	SPECIFIC	SKILL 3: KNOW WINE PRODUCTS	KNOWLEDGE	PERFORMANCE	STANDARD
		The participant must:			The participant will:
		3.5 cont'd.			• Rheinhessen – Müller-Thurgau, Sylvaner (W) c) Italy: • Piedmont – Nebbiolo (R) • Tuscany – Sangiovese (R) • Veneto – a blend of grapes (R and W) d) United States: • Oregon – Pinot Noir (R) • California – Cabernet Sauvignon, Pinot Noir, Zinfandel (R); Chardonnay (W) • Washington – Cabernet Sauvignon, Merlot, Pinot Noir (R); Chardonnay, Riesling (W) e) Canada: • Niagara – Pinot Noir (R); Chardonnay (W) • Okanagan – Pinot Noir (R); Gewürztraminer, Riesling (W) f) Australia: • Hunter Valley – Shiraz, Cabernet Sauvignon (R); Chardonnay (W) • Barossa Valley – Shiraz, Cabernet Sauvignon (R); Chardonnay (W) g) Spain: • Rioja – Tempranillo (R); Viura (W) • Jerez – Palomino (W) • Penedes – Cariñena (R); Parrelada (W) h) Chile: • Maipo Valley – Cabernet Sauvignon, Merlot (R); Cabernet Blanc (W), Chardonnay (W)
F. MENU KNOWLEDGE					
●		3.6 list other major wine-producing countries	●		list other major wine-producing countries: a) Portugal b) Argentina c) Bulgaria d) Hungary e) Russia f) Greece g) Yugoslavia h) South Africa i) New Zealand

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CORE	SPECIFIC	SKILL 3: KNOW WINE PRODUCTS	KNOWLEDGE	PERFORMANCE	STANDARD
		The participant must:			The participant will:
●		3.7 describe classes of wine	●		describe classes of wine: a) beverage wine: • table or jug wine • generally selected by everyday wine drinker • immense variety • easy to drink; no rough edges or bitterness • balanced • non-assertive • inexpensive b) good wine: • characteristic fruitiness; intense concentration of flavours • to be consumed young; will not improve with age • distinctive charm and recognizable aroma (grape variety) • generally selected by reasonably experienced wine drinker • wide selection • marries well with most foods • examples include: M-con Blanc, Chenin Blanc, Soave, Liebfraumilch, some Chardonnays, Beaujolais, Gamay, Valpolicella, Pinot Noir, Bardolino and some Cabernet Sauvignons c) great wine: • distinctive; acquiring finesse with age • characterized by persistence or length of time wine flavour lingers in mouth after swallowing (finish or length of wine) • has subtle differences experienced wine drinker is willing to pay for • examples include: great whites of Burgundy, Corton-Charlemagne and Bâtard Montrachet; Pinot Noir from California; great German wines from Rheingau and Mosel; reds from the Bordeaux, particularly first and second growths of 1855 classification; red Burgundies of Côte d'Or; Cabernets from California, particularly from Napa and Sonoma; great Italian wines from Piedmont and Tuscany

CORE	SPECIFIC	SKILL 3: KNOW WINE PRODUCTS	KNOWLEDGE	PERFORMANCE	STANDARD
		The participant must:			The participant will:
●		3.8 describe major types of wine bottles	●		describe major types of wine bottles: a) Verdicchio – tall, pear-shaped bottle b) Chianti – short, globular bottle sometimes covered with fiasco (woven straw cover) c) Claret – short, cylindrical bottle with short, straight neck d) Burgundy – short, slim bottle with long, fluted neck e) Champagne – tall, heavy bottle with long, fluted neck and concave base
●		3.9 identify information included on wine labels	●		identify information included on wine labels: a) French wine labels indicate: • name • vintage • appellation • country • name and address of proprietor • cru (growth) classification • bottler (château or agent) b) German wine labels indicate: • vintage • grape variety • quality category (predicate) • official proof number • volume • name of estate • name and address of estate owner • origin of wine • wine region • vineyard designation • producer c) Italian wine labels indicate: • wine name • vintage • estate bottled • producer or bottler • alcoholic strength • volume • region of origin • quality designation d) Canadian wine labels indicate: • wine name • producer • vintage • alcoholic strength • volume • site of production

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CORE	SPECIFIC	SKILL 3: KNOW WINE PRODUCTS	KNOWLEDGE	PERFORMANCE	STANDARD
		The participant must:			The participant will:
●		3.10 describe fermentation	●		describe fermentation: process by which yeast converts naturally occurring sugars in juice of ripe fruit into alcohol, acids and sugars
●		3.11 describe vinification process	●		describe vinification process: a) for red wine: • harvest grapes • crush grapes • ferment with skin intact for colour and tannin • press pulp to extract juice • siphon new wine off the lees and sediment (racking process) • add precipitating agent to settle tiny, suspended particles (fining process) • repeat racking process • age 12 to 24 months to reduce tannin; often in oak barrels • bottle b) for white wine: • harvest grapes • press to extract juice • ferment juice only • quickly reduce temperature of fermented must (cold stabilization process) causing tartrates (the salt of tartaric acid) to settle out, clarifying and stabilizing wine for shipping and storage • add sugar to grape must in order to increase alcohol content in finished product (chaptalization process) • siphon new wine off the lees and sediment (racking process) • age one to six months • bottle

CORE	SPECIFIC	SKILL 3: KNOW WINE PRODUCTS	KNOWLEDGE	PERFORMANCE	STANDARD
		The participant must:			The participant will:
●		3.12 describe production of champagne	●		describe production of champagne: a) follow process for white wine vinification b) blend base wines from different areas of same or different years (assemblage) c) set up second alcoholic fermentation: • add still wine, sugar and selected yeast to bottled base wine • turn and shake bottles, in set pattern, for three to four years, so sediment falls into neck of bottle (remuage) • store bottles upside-down until sediment is next to cork • quick-freeze sediment in neck of bottle; pressure builds up and forces sediment out in solid lump (dégorgement) • add small amount of sugar dissolved in wine; amount of sugar added determines sweetness of champagne (dosage) • cork bottle • allow bottles to rest for 6 to 12 months
●		3.13 define Champagne terms	●		define Champagne terms: a) Nature – unsweetened b) Brut – very dry c) Extra-Sec – off dry d) Sec – medium sweet e) Demi-Sec – quite sweet f) Doux – very sweet
●		3.14 identify differences in methods of sparkling wine production	●		identify differences in methods of sparkling wine production: a) méthode champenoise – a labour intensive process; secondary fermentation occurs naturally in individual bottles b) Charmat méthode – method of producing sparkling wine more quickly than the méthode champenoise; wine is artificially aged and secondary fermentation occurs in closed tanks prior to bottling c) carbonation – wines are made sparkling by artificial carbonation; CO_2 is injected into finished wine

CORE	SPECIFIC	SKILL 3: KNOW WINE PRODUCTS	KNOWLEDGE	PERFORMANCE	STANDARD
		The participant must:			The participant will:
●		3.15 identify how dessert wine and table wine production differ	●		identify how dessert wine and table wine production differ: a) grapes for dessert wines are harvested later than grapes for table wines b) the more mature the grape, the higher the sugar content c) there is no cold stabilization step in dessert wine production
●		3.16 describe noble rot	●		describe noble rot: a) common name for Botrytis Cinerea mould which forms on overripe grapes in cool, moist conditions b) forms on certain varieties of white wine grapes, e.g. in France, Sémillon grapes; in Germany, Riesling grapes; in Hungary, Furmint grapes c) natural dehydration concentrates sugars, increases glycerine and other soluble solids and reduces acidity in grape; results in smaller yield but richer juice extracted from grape
●		3.17 describe eiswein	●		describe eiswein: a) German term meaning ice wine b) grapes must be: • affected by Botrytis cinerea (noble rot) • frozen on vine • picked early in day before grapes thaw • pressed while frozen c) water is separated from concentrated juice d) white wine vinification process is followed e) end product has high alcohol and sugar content f) ideal conditions and intense labour make eiswein rare and costly

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F. MENU KNOWLEDGE

CORE	SPECIFIC	SKILL 3: KNOW WINE PRODUCTS	KNOWLEDGE	PERFORMANCE	STANDARD
		The participant must:			The participant will:
●		3.18 describe fortified wine	●		describe fortified wine: a) wine, to which alcohol is added, in order to: • stop fermentation • increase alcohol content • retain high sugar content in must b) alcohol content ranges from 15% (fino sherry) to 22% (cream sherry) c) taste varies from dry white port and dry madeira to very sweet sherry d) compliments meal from start to finish e) major types and origins: • Sherry – Spain • Port – Portugal • Madeira – Island of Madeira
●		3.19 describe aromatized wines	●		describe aromatized wines: a) fortified wine flavoured with various aromatic ingredients, e.g. herbs, roots, spices b) examples include Dubonnet, vermouth, St. Raphael
●		3.20 describe production of distilled spirits	●		describe production of distilled spirits: a) distillation: • distillate is heated until spirit vaporizes; vapour is condensed to liquid of 27 to 28% alcohol by volume • process is repeated to isolate 'heat' of distillate; end product is raw spirit of 70% alcohol by volume b) aging: • spirits requiring aging are stored in oak barrels at least one year • quality of oak barrel used for aging contributes greatly to flavour of spirit c) blending – different aged spirits may be blended for flavour (unless vintage) d) bottling – once bottled, aging ceases e) examples of distilled spirits include: cognac, armagnac, scotch and eaux de vie (Calvados, Poire Williams, Marc, Grappa)

CORE	SPECIFIC	SKILL 3: KNOW WINE PRODUCTS	KNOWLEDGE	PERFORMANCE	STANDARD
		The participant must:			The participant will:
●		3.21 describe wines of Bordeaux	●		describe wines of Bordeaux: a) background: • sub-regions include Médoc, Graves, Saint-Emilion, Pomerol and Sauternes • premier wine producing region • world's largest producer of fine wines • producing wine for at least 2000 years • very traditional area • sophisticated viticulture • grape crop roots were destroyed by phylloxera (plant louse that attacks roots of vines, eventually killing them) in 1870s • Appellation d'Origine Contrôllée (AOC) imposes rigid classification system based on area, regulating quality, yield and sophistication of wine-making • in 1855, cru classification system was developed in Médoc as well as some other subregions of Bordeaux; generally, the more specific the name, the better quality the wine b) style: • red Bordeaux wines are medium to full-bodied, with good aging potential • white Bordeaux wines range from very dry to sweet dessert wines • distinctive, claret-shaped bottles • quality reflected by price; generally high-priced • excellent vintages include 1961, 1966, 1970, 1978, 1982, 1986 and 1989

CORE	SPECIFIC	SKILL 3: KNOW WINE PRODUCTS	KNOWLEDGE	PERFORMANCE	STANDARD
		The participant must:			The participant will:
●		3.22 describe wines of Burgundy	●		describe wines of Burgundy: a) background: • sub-regions include Chablis, Côte de Beaune, Côte de Nuits and Beaujolais • has produced wine for over 2000 years • influence of church and monasteries resulted in heavy development of vineyards • many (over 10 000) small negotiants/producers • appellation applies to land, not owners • phylloxera devastated crops in 1865 • AOC classification system in effect – consists of Grand Crus, Première Crus and Villages wines b) style: • quality varies throughout region • unique style of vinification • chaptalization is sometimes necessary due to extreme climate variations • high quality of product reflected in high prices • red wines derived from 100% Pinot Noir grape yielding fine, delicate, velvety finesse with good aging potential • distinctive short, slim bottle with long, fluted neck • excellent vintages include 1961, 1962, 1969, 1978, 1985 and 1989

CORE	SPECIFIC	SKILL 3: KNOW WINE PRODUCTS	KNOWLEDGE	PERFORMANCE	STANDARD
		The participant must:			The participant will:
●		3.23 describe wines of Beaujolais	●		describe wines of Beaujolais: a) background: • sub-region of Burgundy • one of the most widely consumed wines • most wine produced by co-operatives; few individual producers • wine production since Roman times • AOC standards divide Beaujolais wines into five classes: – Beaujolais Nouveau – from throughout region – Beaujolais Blend – from throughout region – Beaujolais Supérieur – from certain townships in Beaujolais – Beaujolais Village – from 32 specific townships – Crus de Beaujolais – cru means growth; under AOC, cru is a specific vineyard and the wine produced is classified according to quality; Crus de Beaujolais come from 10 townships: Morgan, St. Amour, Juliénas, Chénas, Fleurie, Chiroubles, Côte de Brouilly, Brouilly, Moulin-à-Vent and Regnie b) style: • average quality for average prices • meant to be drunk, not sipped • young wines, aged maximum of two years • lively, light, fruity wine made from Gamay grapes • versatile wines for food accompaniment • no need to designate vintages because consumed young • Beaujolais Nouveau, a current trend, is very young wine made by carbonic maceration process where whole grapes are set in fermentation vats with added carbonic gas; juices ferment inside grape resulting in lively, fresh, fruity wines • crus, superior wines of Beaujolais, are generally slower to mature (require aging) and result in well-balanced, fruity, robust wines with great character

CORE	SPECIFIC	SKILL 3: KNOW WINE PRODUCTS	KNOWLEDGE	PERFORMANCE	STANDARD
		The participant must:			The participant will:
●		3.24 describe wines of Rhône Valley	●		describe wines of Rhône Valley: a) background: • wine production for over 2000 years • phylloxera devastation in 1865 • Châteauneuf-du-Pape, residence of Popes from 1305-1377, built by Clement V and Clement VI • historians believe vines were first planted in France at Côtes du Rhône • 1932 Baron P. Le Roy Boiseaumarié specified variety and proportion of grapes to produce perfect Châteauneuf-du-Pape • Châteauneuf has most stringent wine controls in world • AOC in effect b) style: • good quality wines in a range of prices (generally less expensive than Bordeaux and Burgundy) • two predominant wines are Châteauneuf-du-Pape and Hermitage • red wines: – Châteauneuf-du-Pape: made from 13 varieties of grapes; deep-coloured, full-bodied, early-maturing wine (three to four years) – Hermitage: made from 100% Syrah grapes; rough when young, matures to big, soft, velvety, generous wine characterized by heavy sediment, rich aroma and aftertaste; bouquet reminiscent of raspberries and wallflowers; considered "manliest" of French wines • white wines: – Châteauneuf-du-Pape: less well known; creative bottle shapes and sizes – Hermitage: dry and delicate with body and bouquet; Burgundian style bottles • excellent vintages include 1970, 1971, 1978, 1982, 1985 and 1989

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CORE	SPECIFIC	SKILL 3: KNOW WINE PRODUCTS	KNOWLEDGE	PERFORMANCE	STANDARD
		The participant must:			The participant will:
●		3.25 describe wines of Alsace	●		describe wines of Alsace: a) background: • region has been governed alternately by France and Germany • best known for fine white wines • most rigid surveillance of wine production in France; started after WW II when France recovered region from Germany • grape growing represents 25% of total agriculture • produces 20% of AOC controlled white wines of France • AOC in effect since 1936 • to be labelled Alsatian, bottling must occur in Alsace b) style: • high quality, dry white wines; characterized by spicy, aromatic aroma, good balance and higher alcohol content • Gewürztraminer grape typifies Alsatian wines • regulation of industry by government results in high quality product available at medium prices • chaptalization is allowed, but closely regulated • bottle is tall, green and fluted • Alsatians consider aroma very important; aromatic grape varieties are used and fermentation is designed to bring out aroma • usually fermented to dryness • excellent vintages include 1976, 1983 and 1985

F. MENU KNOWLEDGE

CORE	SPECIFIC	SKILL 3: KNOW WINE PRODUCTS	KNOWLEDGE	PERFORMANCE	STANDARD
		The participant must:			The participant will:
●		3.26 describe wines of Champagne	●		describe wines of Champagne: a) background: • oldest vines in Europe; established earlier but maintained by Romans • Dom Pérignon, 17th century Benedictine Monk, introduced the practice of blending wines from different vineyards to produce more balanced wine; this system is still followed to obtain uniform high quality and distinctive style in champagne • AOC in effect • in Champagne rating classification, premier grape grower sets grape prices; unique rating system of grape quality by township b) style: • very high quality products; labour intensive; limited supply at high cost • style of wine is measured by degree of dryness • vintage champagne denotes blend of wine from grapes harvested in a single year • non-vintage champagne is blend of wine from grapes harvested in different years; usually less expensive • excellent vintages include: 1976, 1977 and 1982
●		3.27 describe wines of Mosel-Saar-Ruwer	●		describe wines of Mosel-Saar-Ruwer: a) background: • hilly area located along winding Mosel River • wine production for 2000 years, introduced by Romans • phylloxera was not so devastating as in rest of Europe due to soil composition (affected crops in 1912) • viticulture further developed by Cistercian monks (1100 A.D.) • 1971 German laws classed wines into: – Tafelwein (table wine) – plain wine; from grapes from all over Germany; chaptalization allowed – Landwein (table wine) – recent category of slightly higher quality wine; chaptalization allowed – Qualitätswein bestimmter

CORE	SPECIFIC	SKILL 3: KNOW WINE PRODUCTS	KNOWLEDGE	PERFORMANCE	STANDARD
		The participant must:			The participant will:
		3.27 cont'd.			Anbaugebiete (QbA) – quality wine; fuller than Tafelwein and Landwein; typical regional characteristics; 11 designated areas produce grapes which must meet minimum alcohol level; chaptalization is allowed – Qualitätswein mit Prädikat (QmP) – quality with special attributes; highest class of German wines; 10% alcohol; chaptalization is not allowed; wines rated, not vineyards; six classes of QmP include Kabinett (driest), Spätlese, Auslese, Beerenauslese, Trockenbeerenauslese (highest degree of sweetness of naturally occurring sugars) and Eiswein, which must be at Beerenauslese level b) style: • distinguished by slate soil, Riesling grape yields very distinctive, light, fruity, medium-bodied, delicate wine • most versatile food accompaniment characterized by good acid balance, subtle fruit flavours, floral bouquet and extraordinary finesse • tall, fluted, green bottle • range from medium to high quality at medium to high prices • quality of product is determined by vineyard designation, e.g. Grosslagen, Einzellagen • excellent vintages include 1971, 1976, 1983 and 1988

CORE	SPECIFIC	SKILL 3: KNOW WINE PRODUCTS	KNOWLEDGE	PERFORMANCE	STANDARD
		The participant must:			The participant will:
●		3.28 describe wines of Rhein	●		describe wines of Rhein: a) background: • sub-regions include Rheingau, Rheinpfalz and Rheinhessen • among world's finest white wines • same Roman influence as Mosel • state-owned vineyards • 1971 German laws apply • legal vineyard designations also apply b) style: • range of medium to high quality reflected in medium to high price • longer growing season yields wines intense in colour and flavour • fruity, medium to full-bodied • excellent vintages include 1971, 1976, 1983 and 1988 • tall, fluted, brown bottles, i.e. hock bottles • example of good German red wine produced in Assmannshausen is Spätburgunder
●		3.29 describe wines of Piedmont	●		describe wines of Piedmont: a) background: • wine-making for 3000-4000 years • phylloxera invasion 1865 • Denominazione di Origine Controllata (DOC) formed in 1963 to regulate wine production in Italy; similar mandate to AOC in France • in 1965 Denominazione di Origine Controllata e Garantita (DOC-G) included tasting of wines as part of regulatory functions • producer is most important indicator of quality b) style: • red wines are medium to full-bodied • white wines are light and dry (except Asti Spumante) • no specific bottle shapes • most popular wines include Barolo, Barbaresco and Asti Spumante • excellent vintages include 1961, 1964, 1971, 1974, 1978, 1982 and 1985

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CORE	SPECIFIC	SKILL 3: KNOW WINE PRODUCTS	KNOWLEDGE	PERFORMANCE	STANDARD
		The participant must:			The participant will:
●		3.30 describe wines of Tuscany	●		describe wines of Tuscany: a) background: • producing wine since the Renaissance • home of Chianti – predominant type of wine • hilly region with poor soils – ideal for grapes • first producers of dry, red wine • most wineries in castles or villas • DOC in effect since 1985; Chianti divided into seven zones; Chianti Classico produces highest quality b) style: • medium wines at medium prices (also relates to DOC zones) • bright, ruby red wine; heavy fruit aroma (cherries and sweet violets); medium-bodied; good finish; good aging potential • Bordeaux shaped bottle; traditional Tuscan bottles were in fiasco (straw wrapped) • excellent vintages include 1970, 1971, 1975, 1982 and 1985
●		3.31 describe wines of Veneto	●		describe wines of Veneto: a) background: • optimum conditions for grape growing • major centres are Verona and Venice • DOC in effect b) style: • generally produces high quality table wines at reasonable prices • examples are: – Valpolicella – ruby red in colour; fruity and light-bodied – Soave – dry, medium-bodied white wine • excellent vintages include 1982 and 1985

CORE	SPECIFIC	SKILL 3: KNOW WINE PRODUCTS	KNOWLEDGE	PERFORMANCE	STANDARD
		The participant must:			The participant will:
●		3.32 describe wines of USA	●		describe wines of USA: a) California: • background: – subregions include Napa Valley, Sonoma Valley and Monterey County – established by Spanish clergy 200 years ago – prohibition reduced wine production – by WW II, production increased ten-fold – USA phylloxera infested European vineyards; USA grapes resistant to phylloxera; USA sold resistant root stalks to Europeans – good micro-climate – laws are evolving; aim to create appellations and varieties • style: – generally fresh, full, fruity and clean because of climatic conditions – price reflects bulk to excellent quality – excellent California vintages include 1978, 1984, 1985, 1986 and 1987 – modern equipment; less traditional methods – innovative merchandising b) Oregon: • background – gained recognition in 1960's • style – best known for Burgundian style (Pinot Noir)

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CORE	SPECIFIC	SKILL 3: KNOW WINE PRODUCTS	KNOWLEDGE	PERFORMANCE	STANDARD
		The participant must:			The participant will:
●		3.33 describe wines of Canada	●		describe wines of Canada: a) background: • subregions include Niagara and Okanagan • started just before prohibition • modern methods and technology • competing at international level since 1984 • governmental controls just starting; recently formed in Niagara, Quality Vintners Alliance (QVA) designates wine from Ontario made from 100% provincially grown grapes b) style: • bulk to above average and some good quality • quality reflected in prices • broad range of tastes true to grape characteristics • emphasis on quality since 1979 • eiswein gaining international recognition due to ideal climatic conditions • French/Italian influence in Niagara wines • German influence in Okanagan wines
●		3.34 describe wines of Australia	●		describe wines of Australia: a) background: • major regions include Hunter Valley and Barossa Valley • isolation of colony necessitated evolution of wine-making • free labour – penal colony • government subsidizes industry b) style: • wide variety of average to excellent wines • quality improving • price reflects quality; good value compared to European wines • modern production styles • good growing conditions; hot climate results in consistency year to year • notable vintages include 1985 and 1989

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CORE	SPECIFIC	SKILL 3: KNOW WINE PRODUCTS	KNOWLEDGE	PERFORMANCE	STANDARD
		The participant must:			The participant will:
●		3.35 describe wines of Spain	●		describe wines of Spain: a) background: • subregions include Rioja, Jerez and Penedes • 2000 year history of wine-making; no production during Moorish occupation • Denominación de Origen (DO) laws governing Spanish wine production b) style: • Rioja: – often aged in oak for long periods of time – average to excellent quality reflected in low to average prices – famous for red wine, medium to full-bodied; also produces dry white wine • Jerez: – primarily produces Sherry – medium to excellent quality reflected in mid to high price range – solera system for blending wines of different vintages; ensures uniform product year after year – very dry taste (fino) – very sweet taste (oloroso) • Penedes: – famous for sparkling wines, e.g. Codorniu – average quality and price – coastal regions, chalky soil

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CORE	SPECIFIC	SKILL 3: KNOW WINE PRODUCTS	KNOWLEDGE	PERFORMANCE	STANDARD
		The participant must:			The participant will:
●		3.36 describe wines of other countries	●		describe wines of other countries: a) Portugal: • background – best known for Port and fortified wines • style of Ports: – blend of red and white grape varieties – varieties include: vintage, late bottle vintage, ruby and tawny ports – musty, hyper-full-bodied with high alcohol and sugar content – ideal after dinner b) Chile: • background – large supplier of seed and vines after phylloxera devastation c) other notable producers of average quality, average priced wines include: • Argentina • Bulgaria • Hungary • Russia • Greece

CORE	SPECIFIC	SKILL 4: MATCH FOOD AND WINE	KNOWLEDGE	PERFORMANCE	STANDARD
		The participant must:			The participant will:
●		4.1 identify purpose of matching food and wine	●		identify purpose of matching food and wine: matching food and wine enhances culinary qualities of both, lending harmony and balance to meal
●		4.2 follow guidelines for matching food and wine	●		outline guidelines for matching food and wine: a) consider: • full-flavoured wines show best with full-flavoured foods • simple wines show best with highly seasoned foods • great wines show best with simple foods • delicate wines show best with delicate foods • wines do not show well with salads or vinegars • fortified wines show best with soups • wines do not show well with hot spiced food, chocolate or eggs • regional wines show best with regional foods • wine used in food preparation should be drunk with meal, when appropriate • wines with crisp, acid finish show best with rich foods • sweet wines show best with sweet foods b) recognize guidelines are not absolute c) make decision on which wine would best suit food choice based on product knowledge and expertise d) make recommendation to guest
				●	follow guidelines for matching food and wine

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CORE	SPECIFIC	SKILL 4: MATCH FOOD AND WINE	KNOWLEDGE	PERFORMANCE	STANDARD
		The participant must:			The participant will:
●		4.3 identify wine and food combinations	●		identify wine and food combinations: a) lasagna and spaghetti with red sauce – medium-flavoured, medium-bodied red wines, e.g. Chianti b) shellfish – dry, crisp, white wine with acidic, assertive flavour, e.g. Muscadet, Chardonnay c) fatty fish – rich, dry, crisp, acidic white wines, e.g. Chardonnay d) lean fish – dry, crisp, acidic white wines, e.g. Muscadet, Sauvignon Blanc e) grilled beef – medium to full-bodied red wines, e.g. young Cabernet, Châteauneuf du Pape f) roast or grilled chicken, pork or veal – light to medium-bodied red wines; full-flavoured white wines, e.g. Pinot Noir, Chardonnay g) duck, goose, or lamb – medium to full-bodied red wines, e.g. young Cabernet, Barbera, Brunello h) ham – medium, sweet, fruity white wines with balanced acidity; light red wines, e.g. Riesling, California Gewürztraminer, Beaujolais i) soft, ripened cheese – light red wines with little or no noticeable tannin, e.g. young Pinot Noir, Beaujolais j) hard cheeses – full-bodied red wines, e.g. young Cabernet, Brunello, Zinfandel k) unripened cheeses – dry to sweet white wines, e.g. Sauvignon Blanc l) veined cheeses – sweet, dessert white wines; young full-bodied red wines; fortified wines, e.g. Sauternes, Cabernet, Port

CORE	SPECIFIC	SKILL 5: EVALUATE WINE	KNOWLEDGE	PERFORMANCE	STANDARD
		The participant must:			The participant will:
●		5.1 state purpose of sensory evaluation of wine	●		state purpose of sensory evaluation of wine: to evaluate quality and balance of wine, and to match wine with food
●		5.2 follow procedure for sensory evaluation of wine	●		outline procedure for sensory evaluation of wine: a) examine bottle, noting wine type and producer b) remove cork and examine to ensure it is sound c) pour small amount of wine into glass d) raise glass by stem and swirl wine; examine visually, noting colour and clarity e) smell wine, noting aroma and bouquet f) taste wine by rolling it around in mouth g) use sensory impressions to evaluate wine
				●	follow procedure for sensory evaluation of wine
●		5.3 describe ideal conditions for wine evaluation	●		describe ideal conditions for wine evaluation: a) use conventional, tulip-shaped, crystal-clear wine glass b) mid-morning is optimum time of day for tasting c) daylight is best for visual analysis, preferably good, north light; artificial lighting can affect both hue and tone d) ideal temperature should be: • room temperature for red wines (16-18°C/60-64°F) • cold for rosé wines (3-5°C/37-41°F) • cool for white wines (8-11°C/46-51°F) e) white background is required, e.g. tablecloth, placemat or napkin

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CORE	SPECIFIC	SKILL 5: EVALUATE WINE	KNOWLEDGE	PERFORMANCE	STANDARD
		The participant must:			The participant will:
●		5.4 evaluate appearance of wine	●		describe how to evaluate appearance of wine: a) distinguish colour or hue: • of red wine: – purple – young or immature wine – red – transition between youth and maturity – red-brown – mature; 5 to 10 years – amber-brown – very mature or old and/or oxidized wine • of white wine: – pale yellow-green – young wine with residual chlorophyll – straw yellow – lively colour common to most young, white wine – yellow – sweet wine when young – gold – great dessert wine or wine of considerable age – brown – old, oxidized wine not suitable for drinking • of rosé wine: – rose – perfect colour; positive, bright and appealing – orange – undesirable, though orange tones are expected from wines of Provence or Deep South – pink – indicates blush (American-style) wine, e.g. white Zinfandel b) examine depth of colour: • in red wine, deep colour indicates age and maturity • in sweet white wine, deep colour indicates age and sweetness • in dry white wine, deep colour is unimportant c) examine clarity: • wine should be brilliant, bright and clear; never dull or hazy • crystals of tartaric acid are harmless
				●	evaluate appearance of wine

CORE	SPECIFIC	SKILL 6: PROVIDE WINE SERVICE	KNOWLEDGE	PERFORMANCE	STANDARD
		The participant must:			The participant will:
●		6.1 describe the nose of a wine	●		describe the nose of a wine: a) odour or smell of wine b) should be clean – free of foul or extraneous odours c) major components: • aroma – odour of grape variety; noble grape varieties produce distinctive aromas • bouquet – odour created by wine development in cask and/or bottle; consider intensity, complexity and persistence, for example: – simple, raw, acidic bouquet indicates young wine – complex, mellowed, harmonious bouquet indicates mature wine – dull, flat bouquet indicates poor or old, oxidized wine
●		6.2 describe wine preservation equipment	●		describe wine preservation equipment: a) vacu-vin – resealing system; pumps air out of open bottle, preserving remainder for approximately one week b) wine preservation unit – maintains quality of still wines for about two weeks by replacing air in bottle with nitrogen; may not be suitable for Beaujolais Nouveau
●		6.3 identify optimal serving temperature for wine	●		identify optimal serving temperature for wine: a) red wines – cellar temperature (16-18°C/60-64°F) b) sparkling wine – approximately 13°C/55°F c) white wine – 11°C/51°F d) fortified wines (except for dry style sherries and white ports) – room temperature (18-20°C/64-68°F) e) sweet dessert wines – 3-5°C/37-41°F

CORE	SPECIFIC	SKILL 6: PROVIDE WINE SERVICE	KNOWLEDGE	PERFORMANCE	STANDARD
		The participant must:			The participant will:
●		6.4 follow steps to uncork wine	●		describe steps to uncork wine: a) for red or still white wine: • present bottle to host; ensure label is visible • place unchilled wine bottle on table with label facing host; place chilled wine in ice bucket • use professional flat corkscrew with knife • after receiving host's approval, cut capsule evenly and completely just above collar with knife or use pull tab; discard top of capsule • wipe top of bottle and cork with clean napkin • insert point of corkscrew into cork, slightly off centre, and twist; never allow screw to penetrate bottom of cork • rest lever of corkscrew on lip of bottle and pull steadily until cork is removed • wipe top of bottle with clean napkin • remove cork from corkscrew and place before host for inspection • allow red wine to breathe if host requests b) for sparking wine and champagne: • present bottle to host; ensure label is visible • place bottle on table with label facing host • do not shake or roughly handle bottle • hold bottle at 45° angle; point away from people and breakables • remove foil wrapper • apply pressure to top of cork, loosen wire cap and remove • cover cork and top of bottle with napkin; hold napkin and cork in one hand and twist bottle with other hand • allow pressure inside bottle to gently ease cork out • continue to hold bottle at 45° angle until pressure is released • wipe top of bottle with clean napkin • pour wine until froth reaches rim of glass; allow it to subside before continuing to pour

CORE	SPECIFIC	SKILL 6: PROVIDE WINE SERVICE	KNOWLEDGE	PERFORMANCE	STANDARD
		The participant must:			The participant will:
		6.4 cont'd.			c) for fortified wines: • present bottle to host • place bottle on table with label facing host • use professional flat corkscrew with knife • receive host's approval • cut wax away from neck of bottle just above collar • wipe top of bottle and cork with clean napkin • insert point of corkscrew into cork, slightly off centre, and twist; never allow screw to penetrate bottom of cork • rest lever on lip of bottle and pull steadily until cork is removed • remove cork from corkscrew and place before host for inspection • wipe top of bottle with clean napkin
				●	follow steps to uncork wine
●		6.5 follow steps to sample wine	●		describe steps to sample wine: a) open wine b) present cork to host c) pour small amount of wine for host to sample d) wait for host's approval e) serve wine
				●	follow steps to sample wine
●		6.6 follow steps to serve wine	●		describe steps to serve wine: a) serve women first, then men b) serve in counter-clockwise direction around table c) serve host/ess last d) fill glasses 1/2 to 3/4 full, depending on shape and size of glass and number of guests e) twist bottle slightly at end of each pour to prevent drips f) return bottle to table or ice bucket; place napkin around bottle or over ice bucket, as necessary g) remove cork, foil and empty wine bottle(s) from table or ice bucket
				●	follow steps to serve wine

CORE	SPECIFIC	SKILL 6: PROVIDE WINE SERVICE	KNOWLEDGE	PERFORMANCE	STANDARD
		The participant must:			The participant will:
●		6.7 follow steps to decant wine	●		describe steps to decant wine: a) assemble required equipment: candle and holder, clean napkin, clean clear-glass decanter, corkscrew and matches b) use side table or stand close to and in view of host to decant wine c) handle bottle with extreme care to avoid disturbing sediment d) present wine to host e) place bottle in wine basket f) remove capsule enclosing collar of bottle g) clean top of cork h) uncork bottle i) pour sample of wine for host j) wait for host's approval before continuing k) light candle l) pour wine carefully and slowly into glass decanter (decanter may be cured with small amount of wine which is poured out) m) hold bottle so neck is above lighted candle illuminating wine as it is poured out n) as soon as sediment is detected, stop pouring wine o) serve guests from decanter according to wine service procedures p) leave wine bottle on table near host until second bottle is ordered or wine service is complete
				●	follow steps to decant wine

CORE	SPECIFIC	SKILL 1: FOLLOW EMERGENCY PLAN	KNOWLEDGE	PERFORMANCE	STANDARD
		The participant must:			The participant will:
●		1.1 follow emergency plan	●		outline requirements of emergency plan: a) ensure all fire extinguishers are operational b) ensure all staff know: • location and operation of fire extinguishers • location of fire alarms • emergency number, i.e. 911 • evacuation plan • emergency exits are to be kept clear • fire regulations that restrict seating capacity • to notify maître d' or supervisor about minor problems before calling police or fire department
				●	follow emergency plan, with consideration of house policy
●		1.2 report accidents	●		describe how to report accidents: a) document details of accident b) prepare copy for owner and/or manager c) prepare copy for payroll department if accident involves staff member
				●	report accidents, with consideration of house policy
●		1.3 monitor areas where legal liabilities could occur	●		outline how to monitor areas where legal liabilities could occur: a) ensure responsible service of alcoholic beverages b) prevent customer injury or illness as a result of: • flambé or fondue fires and burns • poorly maintained premises, e.g. icy sidewalk, misplaced carpet roll • negligence in noting reported food allergies • food poisoning
				●	monitor areas where legal liabilities could occur

CORE	SPECIFIC	SKILL 1: MAINTAIN FINANCIAL STATEMENTS AND RECORDS	KNOWLEDGE	PERFORMANCE	STANDARD
		The participant must:			The participant will:
●		1.1 identify purpose of income statement	●		identify purpose of income statement: to document profit and loss for a specific period of time
●		1.2 identify components of income statement	●		identify components of income statement: a) sales revenue b) cost of goods sold c) gross profit d) operating expenses, e.g. cost of sales, depreciation e) operating profit f) financial expenses g) net income before tax h) income tax expenses i) net income
●		1.3 describe purpose of daily revenue report	●		describe purpose of daily revenue report: provides: a) overview of labour and revenue productivity: • percent actual – sales, revenue, and labour • percent forecasted – sales, revenue, and labour b) beverage to food ratio for comparison to establishment standards c) number of covers per day d) amount of average cover e) daily, monthly and year-to-date revenue totals f) breakdown of sales into food, liquor, wine, non-alcoholic beverages and beer
●		1.4 identify purpose of labour forecasting	●		identify purpose of labour forecasting: to maximize productivity and maintain customer satisfaction

CORE	SPECIFIC	SKILL 1: MAINTAIN FINANCIAL STATEMENTS AND RECORDS	KNOWLEDGE	PERFORMANCE	STANDARD
		The participant must:			The participant will:
●		1.5 forecast labour costs	●		outline how to forecast labour costs: a) identify labour needs: • consider: – previous sales – forecasted sales – previous labour needs and costs • estimate labour needs b) calculate cost of identified labour needs using established wage rate
				●	forecast labour costs, with consideration of house policy

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▼ GLOSSARY OF TERMS USED IN MAITRE D'

adductor muscle	muscle which mollusc uses to close its shell; only part of scallop eaten
Alberta Liquor Control Board (ALCB)	organization in Alberta that governs sale of alcoholic beverages and enforces Liquor Control Act
ambience	perception of the mood of a restaurant determined by the physical environment
aroma	scent associated with grape variety used to make wine
beurre manié	equal parts raw butter and flour mixed together into smooth paste
bouquet	complex scent of wine which is the result of wine maturation
cheese cloth	loosely woven cotton cloth generally used for sachets and for straining liquids
clarified butter	purified butter fat with water and milk solids removed
double booking	term for booking of a table at a certain time for more than one party
establishment	business where participant is employed
finish	end taste of a wine
fondue	communal pot containing melted cheese, chocolate or hot oil and kept warm by a burner at table
gratuity	money given in appreciation of services rendered; can be in the forms of cash, an amount entered on charge slip, or an amount added to guest cheque or contract; commonly called a tip
guéridon	wheeled cart consisting of burner and fuel, matches, cutting board and carving tools; used for tableside service
lees	residue or sediment that settles out of wine soon after it is made
merchandising	promotion of products for sale
mirepoix	a mixture of cut vegetables, herbs and spices used for flavouring
mis-en-place	plate/tray containing polished cutlery for use during service
must	unfermented grape juice
open-ended questions	questions that require more than a yes-no response
overbooking	general term for accepting more reservations than establishment is able to handle
par stock	method of maintaining minimal supply of basic stock
phylloxera	parasite that attacks roots of and kills grape vines
product cost	expense incurred by establishment to carry any product

GLOSSARY OF TERMS CONT'D.

rapport	professional relationship established through communication and interaction
ripened	cheese that has been set aside for period of time to age
roux	cooked mixture of equal parts flour and fat
sachet	mixture of herbs and spices tied in cheesecloth bag
salt brine	solution of water and salt generally used in pickling
side duties	extra (usually related) duty or task assigned to employee
stock	clear, unthickened liquid flavoured by soluble substances extracted from meat, poultry, fish, vegetables and seasonings
tannin	organic substance in grape skin and seeds and from oak aging casks that causes astringent quality in young wine; most pronounced in red wine
target market	segment of market to which marketing activities are directed
tartaric acid	essential acid in grapes and wine; contributes to tang, quality and finish
unripened	cheese that is used fresh and is not aged
velouté	foundation sauce made from stock and roux
vinification	all the necessary steps to make wine from grapes
vintage	(i) wine produced from grapes of same year (ii) selected wines of particularly good harvest, e.g. vintage Port
viticulture	science and art of growing grapes